ARKANSAS DEPARTMENT OF EDUCATION

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
TITLE I, SECTION 1003(g)

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SCHOOL IMPROVEMENT GRANT FUNDS
SIG ARRA 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Forrest City School District – Forrest City Jr. High	
Mailing Address (Street, P.O. Box, City/Zip) 625 Irving Street Forrest City, AR 72335	Starting Date June, 2012
Name, title and phone number of authorized contact person: Sandra Mills, Federal Programs Coordinator 870.633.1485	Ending Date September, 2015
Amount of funds requested: $4,595,602	Number of schools to be served: 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on May 7, 2012.

Signature: Date:
Superintendent of Schools AND
Signature: Date:
School Board President

ADE USE ONLY	
Date Received: _ _____ Obligation Amount: _____	
Reviewer Signature:_ _____ Approval Date:_ _____	
Reviewer Signature:__ _____ Approval Date:_ _____	

SCHOOL IMPROVEMENT GRANTS

Purpose of Program
School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. Title I secondary schools in improvement, corrective action or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have has a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools. An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identifies as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools "newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

FY 2011 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2015.

State and LEA Allocations
Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2011 school improvement funds in proportion to the funds received in FY 2011 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business. Civil rights, and community leaders that have a interest in its application.

FY 2011 SUBMISSION INFORMATION

Electronic Submission:
The ADE will only accept an LEA's 2011 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2011 application to the following address:
jayne.green@arkansas.gov

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to : Jayne Green
Four Capitol Mall, Box 26
Little Rock, AR 72201

Application Deadline:

Applications are due on or before May 18, 2012

For Further Information:

If you have any questions, please contact Jayne Green at (501) 682-2395 or by email at jayne.green@arkansas.gov .

SECTION A, Part 2: Schools to be Served

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

Using the list of Tier I, II and III schools provided by ADE, complete the information below, for all Tier I, II and III schools the LEA will serve. The Intervention Model must be based on the "School Needs Assessment" data.

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Forrest City High School	0506270003 45	9-12	x	☐	☐	☐	☐	☐	x
Forrest City Jr. High		7-8	x	☐	☐	☐	☐	☐	x
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐

If an LEA is not applying to serve all Tier I schools it will need to explain why is lacks the capacity to serve these schools.

--- The LEA is applying to serve all Tier I schools in the district.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Complete steps 1 and 2, Develop a Profile of the School's Context and Performance. Please develop a profile for each school to be served.   (Items in this section have been adapted from Selecting the Intervention Model and Partners/Providers for a Low-Achieving School A Decision-Making and Planning Tool for the Local Education Agency, Center on Innovation & Improvement.)

Step 1 - Develop a Profile of the School's Context

Name of School: Forrest City Jr. High School   LEA #: 6201-010

Context
1. Grade levels (e.g., 9-12): 7-8   2. Total Enrollment: 496

3. % Free/Reduced Lunch: 100%   4. % Special Education Students: 10%

5. % English Language Learners: 2%

6. Home Languages of English Language Learners (list up to 3 most frequent:)

   1.English
   2.Arabic
   3.Spanish

7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served):

Forrest City Junior High School, located in St. Francis County, serves students in Forrest City and surrounding areas such as Colt, Caldwell, Madison, and Widener. The district encompasses approximately 360 square miles, 2/3 of St. Francis County. Forrest City is the largest community within the district with a population of 15,371. The racial makeup of the town, according to the 2010 census, is 27.6% White, 67.3% African American, 5.9% Hispanic, with 1.6% of the population reporting 2 or more races. The school is located in a high poverty area. It is noted as one of the poorest of Arkansas' 75 counties. The median income per household is $25,217, per family $29,545. Thirty-three percent of all families have been below the poverty level at some time, in the past 12 months. Single parent, female householders are at 32.1%. Additionally, it was noted that the population consists of 29.8% married couples living together.

 There are two small private Christian schools, and one private school within a 5-20 mile radius. One of the schools, Calvary Christian, participates in programs with the Forrest

City School District. Other educational influences include East Arkansas Community College, an accrediated two year college that provides career and technical educational opportunities to local high schools and their students. Also, Crowledge Ridge Vo-Techical School serves as technical educational institute to the community.

8. List the feeder schools and/or recipient schools that supply or receive most of this school's students:

School	Grade Span		School	Grade Span
Lincoln Middle Academy of Excellence (feeder school)	5-6			
Forrest City High School (recipient school)	9-12			

9. Briefly describe the background and core competencies of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal, Reginald Murphy	Administration and Supervision Building Level Administrator 5-12; Social Studies 7-12;	1	3	9
Assistant Principal, John Anderson	Administration and Supervision, Building Level Administrator K-12; Math 7-12	1	5	5

10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

The present tool used to evaluate administrators performance was adopted by the Board of Education in June, 2007. Board policy states that evaluations shall be based on a combination of scheduled and informal observations. Additional and more frequent observations will be done should it be determined by the administration that they observations would be helpful in addressing performance problems.

Therefore, administrators in the Forrest City Schools are evaluated a minimum of once annually by the superintendent or his designee utilizing the board approved evaluation instrument. The evaluation tool assesses principal effectiveness in the areas of Responsibilities, Leadership, and Behaviors. The rating scale is as follows: 3-meets or exceeds competency; 2-area of concern; 1-below expected competency; x-not applicable; or N/O-no observation.

The areas are further defined by performance indicators that outline clearly the expected behavior for each indicator. Within the three areas there are 83 performance indicators. Prior to the formal summative evaluation post conference, the administrators are required to submit a self-reflection form indicating strengths and weaknesses that relate to their capabilities as a leader. Following the summative evaluation post conference, an administrator professional growth plan is developed collaboratively between the building administrator and evaluator. Using the Forrest City Individual Professional Growth Plan Form, the administrator and evaluator will jointly develop the growth plan which will contain performance indicators, resources, strategies, and timelines to be used to accomplish the goal. Overall performance will be noted on the evaluation form by the superintendent or designee and will be comprised of the administrator's accomplishments.

Utilizing a differentiated approach to administrator evaluation, the superintendent or designee conducts informal walk-throughs throughout the year to gather evidence of progress toward the administrator's attainment of goals as established in the professional growth plan. After reviewing the summative evaluation data and performance indicators, the superintendent/designee will recommend: renewal of continued employment, additional steps for growth to include more intensive and focused support from the district level, or nonrenewal if the standards are not achieved.

11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

The Forrest City School Districts's professional evaluation plan was approved by the school board on May 14, 2002. The information gained from performance evaluations shall be used in planning professional development and in-service training activities which are designed to improve instruction and professional competence. The plan consists of 3 Cycles which include: informal, formal, and summative. The summative evaluation features a compentency checklist of 10 domains(see below). A rating scale is used to indicate the level of performance for each domain. This scale includes exemplary, satisfactory, unsatisfactory, and no observation. Each teacher in the FCSD shall be evaluated in writing by a building level administrator annually. Each teacher shall receive a copy of every evaluation. The evaluation program criteria and procedures for conducting evaluations shall be established in accordance with state law. The Evaluation process includes:

- A minimum of five documented drop-in visits per year
- First year teacher – 1 formal, 3 informal, summative
- Second year teacher – 1 formal, 2 informal, summative
- Third year teacher – 1 formal, 1 informal, summative
- Career teacher – 1 informal and summative

The formal evaluation process for teachers includes the following:
1) Pre-Conference
   - A pre-conference consists of the evaluator (building level administrator) and the teacher. This conference is usually held the day before the formal observation.
   - The following information is discussed in the pre-conference: objective to be taught, learning activities that will be observed, content-activities-teaching strategies that have occurred prior to the lesson, any circumstances of which the evaluator should be aware, and materials that students will receive as handouts during class.
   - Pre-conference form will be signed by both teacher and administrator
2) Observation
   - The administrator will record notes from the classroom observation. This information includes execution of the lesson plan, implementation of the workshop model, effective classroom management, essential questioning, connection of previous knowledge, and responding to the needs of the learner
3) Post Conference
   - The administrator will provide feedback for the observation process. The administrator will identify areas of strength, as well as areas that need improvement. Both the teacher and administrator will sign the post conference document.

Informal observations are conducted throughout the year. The administrator must make one informal observation of each staff member during the year. The administrator may make more than the required one, if he/she sees fit.

The summative evaluation includes a compentency checklist for teachers. This checklist consists of ten domains which include: Domain I - Classroom Management/Organization, Domain II - Classroom Climate, Domain III - Record Keeping, Domain IV - Professionalism, Domain V - Professional Knowledge, Domain VI- Uses Necessary Elements of Teaching Models, Domain VII - Supervision, Domain VIII - Pedagogy, Domain IX - Evidence of Learner Success, and X - Compliance of Building Policies/Procedures.

Although CWTs are not used for evaluation purposes, they are used as indicators of success in the classroom and use of best practices. As the administrators from the school and district level conduct walkthroughs and collect CWT data, teachers that need additional support can be identified. CWTs provide a means of collecting data on specific indicators. As support is provided through job-embedded professional development, it is expected that improvement in the indicators will be realized.

12. Briefly describe previous and current reform and improvement efforts, within the last five years.

During the **2007-2008** school year the following reform efforts were initiated:
- implementation of behavioral modification forms. Counselors log student services to ensure individual needs of students are addressed. Disciplinary referrals are documented; tracking data analyzed.
- Revised/updated/enhanced policies were added to the Student Handbook.
- adding and instituting Tier III Intervention strategies for struggling students.
- increased efforts to involve parents .
- Elbow 2 Elbow (E2E) Specialists were contracted as a part of a grant from Foundation for the MidSouth and provided job embedded professional development and implementation support of research based practices. E2E Specialists assisted the staff and leadership in: developing a work plan to address deficiencies identified by the data from TLI; and defining standards of performance and development of rubrics.

During the **2008-2009** school year improvement strategies included but were not limited to:
- The district continued to partn with Elbow2Elbow (E2E) to provide job-embedded professional development to literacy and mathematics teachers.
- FCJRH adopted one mission statement to be posted in all areas and shared with all stakeholders.
- Assessment folders were created by all teachers and monitored by school leadership.
- Homebase was eliminated and additional time added to first period to reduce unnecessary transition.

During the **2009-2010** school year, the following reform efforts were initiated:

- America's Choice began in 2009-2010 with ramp-up classes in seventh and eighth grade English and seventh grade mathematics
- Through E2E, the Junior High administrators and instructional facilitators also began a program or classroom walkthroughs to examine the effectiveness and methods of teaching in the building.
- expanded word walls to all academic disciplines.
- The Forrest City School District contracted with The Learning Institute to provide literacy and mathematics pacing guides and interim assessments. These assessments were used to measure progress in both literacy and mathematics, to determine areas of concern for remediation and to predict Benchmark scores.

The **2010-2011** school year included the following:

- America's Choice expanded into school-wide changes which include the workshop

model in all classes, the addition of standards-based bulletin boards, a 25-book campaign to address independent reading, and focused observations in addition to curriculum changes in literacy and mathematics.

- a new leadership team (principal & assistant principal)
- revision of the disciplinary ladder which included a PLC meeting with an parent/advocate of the student
- new hallway procedures to promote orderly transitions
- In-School-Suspension reforms were implemented to ensure that students received and completed classroom assignments and to deter students repeat offenders
- The Student Action Committee was was formed assist in school reforms

The **2011-2012** school year included the following:

- a new leadership team (principal & assistant principal)
- an 8 period day was established, featuring professional learning periods (6th and 7th).
- designating common planning periods for each discipline. This resulted in focused time for grade level and department level meetings as well as shared strategies
- additional security cameras were added
- teacher of the month award was established to increase staff morale
- developed new job description for instructional facilitators, which including spending
- 70% of the time in the classroom, PLCs, focus walks, or planning with teachers
- implemented immediate incentives for students during the benchmark exam. The 4 areas of focus were Attendance, Preparedness, Behavior, and Effort (working 90% of the allotted time)
- School-wide, simultaneous remediation sessions were utilized weekly using the intercom systems and power points. An instructional facilitator acted as lead teacher, and the teachers served as facilitators within their classrooms.
- introduction and the process of implementation of the Common Core State Standards began

Step 2 - Develop a Profile of the School's Performance

1. Enter the percentage of all students who tested as proficient or better on the state standards assessment test for each subject available.

Subject	2011	2010	2009	2008	2007
Reading/Language/English	39.6%	44.3%	38.1%	31.5%	36.1%
Mathematics	37.6%	41.6%	42.1%	31.9%	34.2%
Science -	10%	4%	10%		
Social Studies					
Writing					

2. Student analysis from the past 3 years - enter the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2009-2011

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2011	2010	2009	2011	2010	2009	2011	2010	2009	2011	2010	2009	2011	2010	2009
Reading/ Language/ English	52%	62%	60%	37%	39%	32%	50%	50%	75%	Na	Na	Na	14.3	13.8	6.3
Mathematics	60%	66%	65%	32%	34%	36%	57%	50%	40%	Na	Na	Na	13.2	13.6	12.5
Science	24%	11%	23%	6%	2%	7%	33%	33%	0%	Na	Na	Na	0%	0%	0%
Social Studies															

3. Student analysis from the past 3 years - enter the percentage of students at each grade level in this school who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					31%	46%				
Mathematics					35%	25%				
Science					10%					
Social Studies										
Writing										
Other Algebra						96%				

Test Year: 2010

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					37%	47%				
Mathematics					38%	31%				
Science					4%					
Social Studies										
Writing										
Other Algebra						100%				

Test Year: 2009

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					36%	39%				

Mathematics					47%	25%			
Science					10%				
Social Studies									
Writing									
Other Algebra					52%				

4. Average daily attendance percentage for the 2010-2011 school year: 93%

5. Mobility rate for the 2010-2011school year: 13%

6. Graduation rate for all students for the 2010-2011 school year: NA

Graduation rate percentage for past 3 years: (high schools only)

	All Students
2011	Na
2010	Na
2009	Na

Key Questions

1. Which subpopulation of students are experiencing the lowest achievement?

Benchmark data revealed *that African American students, both male and female, at Forrest City Jr. High are not performing at acceptable levels in literacy or math.*

To determine which students are experiencing the lowest achievement, an analysis of students that score below proficient on the 7th Grade Benchmark Exam, 8th Grade Benchmark Exam and the Algebra Exam was conducted.

African American males and females are experiencing low achievement levels in Literacy, Math, Science, and Algebra. Additionally, students with disabilities are 100% below proficient in 7th Grade Literacy, Math, Science and 8th Grade Math, and 97% below proficient in 8th Grade Literacy.

On the 2011 7th Grade Benchmark Exam there were 245 students tested, 195 of which were African American with 77 or 39.5% were African American males scoring below proficient, 20 of these were classified as receiving special services and 63 or 32.2% were African American females, with 4 of those students classified as receiving special

services.

On the 2011 8th Grade Benchmark Exam there were 230 students tested, 185 of which were African American with 79 or 42.7% African American males scoring below proficient, 17 of these students were classified as receiving special services and 69 or 37.3% were African American females scoring below proficient, with 5 of these student classified as receiving special services.

On the 2011 Algebra Exam there were 40 students tested, 28 of which were African American, 1 or 3.6% was an African American male scoring below proficient, and 1 or 3.6% was an African American female scoring below proficient.

Benchmark Literacy, Benchmark Math data revealed that African American students, both male and female, at Forrest City Junior High are not performing at acceptable levels in literacy or math. Gradual improvements are being noted in math but the three year 2008-2011 average indicates that students are scoring less well when compared to literacy. 8th Grade Math data indicates the greatest need with only 25% of the combined student population tested scored proficient or advanced. 7th Grade Literacy data indicates that 31% of the combined student population tested scored proficient on the exam. 7th grade Math data indicates that 35% of the combined student population tested scored proficient or advanced. 8th grade Literacy data indicates 46% of the combined student population tested scoring proficient on the exam. Algebra Exam data indicates that 96 % of the combined population scored at the proficient level or above.

2. Which subpopulation of students are experiencing the lowest graduation rates?

Not applicable to Forrest City Jr. High, grades 7-8.

3. In which subjects are students experiencing the lowest achievement?

Student performance is unacceptable in all subjects.

Student performance is unacceptable in all subjects with the lowest achievement area being math.

A review of the 7th grade Benchmark literacy data for 2011 indicated that of the 245 students tested, 31% of the combined population scored proficient or advanced; 28% or 54 of African American students scored proficient or advanced; 45% or 20 of Caucasian students scored proficient or advanced; 33% or 1 Hispanic student scored advanced; 31% or 75 of Economically Disadvantaged students scored proficient or advanced; 0 of the students with Disabilities tested scored proficient or advanced. The lowest performance in 2011 was on Reading Literary passages. Data analysis of students' reading scores on the 7th Grade Benchmark Exam revealed a 31% increase in student performance since 2008 in Practical passage. The data revealed that students perform higher on Open Response items than on Multiple Choice items on the Content passage

section in 2010 and 2011.

A review of the 7th grade Benchmark math data for 2011 indicated that of the 245 students tested, 35% of the combined population scored proficient or advanced; 31% or 61 of African American students scored proficient or advanced; 54% or 24 of Caucasian students scored proficient or advanced; 33% or 1 Hispanic student scored advanced; 35% or 86 of Economically Disadvantaged students scored proficient or advanced; 0 of the students with Disabilities tested scored proficient or advanced. Data analysis of student scores on the 7th grade Benchmark Exam reveals an increase in Number and Operation (10%) since 2008. Algebra revealed a 5% decrease, Geometry revealed a 12% decrease, Measurement revealed a 14% increase from 2008-2010, but had a 12% decrease from 2010-2011, Data Analysis revealed a 7% increase from 2008-2009, but had a 15% decrease from 2009-2011, totaling a 8% decrease since 2008.The lowest identified areas for the combined population were Open Response type questions in each strand tested.

The 7th grade Benchmark science data for 2011 indicated that of the 245 students tested, 10% of the combined population scored proficient or advanced; 6% or 11 of African American students scored proficient or advanced; 25% or 11 of Caucasian students scored proficient or advanced; 33% or 1 Hispanic student scored proficient; 10% or 23 of Economically Disadvantaged students scored proficient or advanced; 0 of the students with Disabilities tested scored proficient or advanced. Data analysis of student scores on the 7th Grade Benchmark Exam reveals an increase in each strand from 2010-2011, except Nature of Science which reveals a 4% decrease. From 2010-2011 there was a 12% increase in the number of proficient students in Life Science, a 6% increase in the number of proficient students in Physical Science and a 4% increase in the number of proficient students in Earth and Space Science. The lowest identified areas for the combined population were Open Response type question in each strand tested.

The 8th grade Benchmark literacy data for 2011 indicated that of the 230 students tested, 46% of the combined population scored proficient or advanced; 44% or 81 of African American students scored proficient or advanced; 51% or 21 of Caucasian students scored proficient or advanced; 67% or 2 Hispanic students scored proficient or advanced; 46% or 105 of Economically Disadvantaged students scored proficient or advanced; 4% or 1 of the students with Disabilities tested scored proficient. Data analysis of students reading scores on the 8th grade Benchmark exam revealed an increase in student performance each year from 2008 to 2010. Literary and Content passages revealed a decrease in 2011 and Practical passages revealed no change from 2010-2011. The data revealed that students performance on the Reading Open Response items was in consistent. Students scored lower on Open Response items than on Multiple Choice items on the Literary passages from 2008-2010, but scored better on Open Response in 2011. Students scored higher on Open Response than on Multiple Choice on the Content passages (2008-2009) and Practical passages (2009-2011).

The 8th grade Benchmark math data for 2011 indicated that of the 230 students tested,

25% of the combined population scored proficient or advanced; 20% or 37 of African American students scored proficient or advanced; 42% or 17 of Caucasian students scored proficient or advanced; 67% or 2 Hispanic student scored proficient; 25% or 56 of Economically Disadvantaged students scored proficient or advanced; 0 of the students with Disabilities tested scored proficient or advanced. Data analysis of student scores on the 8th grade Benchmark Exam reveals a 23% increase in Number and Operations since 2008. Algebra, Geometry and Measurement strands all revealed at least a 3% decrease since 2008 and Data Analysis was the same in 2008 as it was in 2011. The lowest identified areas for the combined population were Open Response type questions in each strand. The Open Response type questions were at least 8% lower than the Multiple Choice type questions for each strand tested.

A review of the Algebra data for 2011 indicated that 40 students were tested and 96% or 38 of the combined population scored proficient or advanced on the exam; 26 or 93% of African American students scored proficient or advanced; 100% or 11 Caucasian students scored proficient or advanced; 100% or 1 of Hispanic students scored proficient or advanced; 38 or 96% of Economically Disadvantaged students scored proficient or advanced; 0 Students with Disabilities were tested. Data analysis of student scores on the Algebra Exam reveals an increase in each strand, except Language of Algebra each year since 2008. Language of Algebra reveals a 4% decrease since 2008. From 2010 to 2011 Solve Equations and Equalities was the only strand that revealed an increase (7%). All other strands revealed a decrease Language of Algebra (12%), Linear Functions (15%), Non-Linear Functions (10%), and Data Interpretation and Probability (10%). Open response type questions were consistently lower than the Multiple Choice type questions each year since 2008 in each strand, except for Solve Equations and Equalities in 2011.

4. What characteristics of the student demographics should be taken into account in selecting a model and external partners and/or providers?

The characteristics of student demographics that should be taken into consideration in selecting a model and external partners and/or providers include Forrest City Jr. High School's low income and African American student population. One-hundred percent of Forrest City School District population receives free or reduced meals. Many of the Forrest City Jr. High's students come from households of generational poverty. The average daily attendance percentage for 2011 was 93 % which is below the state average high school attendance rate of 94.7%. Students arrive at Forrest City Jr. High from the feeder school lacking many of the basic skills needed for success. A predominant theme running through each of the Forrest City School District's Scholastic Audits has been a finding of low expectations that exists in the schools. A survey of parents conducted in the spring of 2011 and again in the spring of 2012 consistently noted that parents feel welcome in the school (87%) and that they could talk openly with the principal (87%). Eighty-seven percent of the parents surveyed felt they could talk openly with their child's teacher. Eighty percent felt they were well informed about what their child was doing at school. It is clear that even though the school acknowledges the desire to create a true partnership with parents to ensure success, parents feel satisfied

with the program as it is. It is crucial the provider chosen be willing and equipped to confront the overall culture of low expectations and the lack of educational rigor that exists. A model is needed that will develop highly effective instructional leaders and teachers who believe that success is possible and who will deliver a quality education to ALL students.

In selecting the model and external partners, the LEA Team carefully considered the Transformation Model's approach to the economic and racial aspects of the student population. The Team decided that a requirement for assistance would come from Specialists with Arkansas certification and successful experience working in Delta schools. Prospective Specialists and External Providers were interviewed and evaluated based on their understanding of the challenges of working with under-performing schools as well as students and families of poverty and the African American culture. The External Provider must be able to establish a level of trust that is inherent in the African American culture and understand the cultural differences that impact parental involvement. The Provider will work with the school and district staff to create an action plan that includes active, effective recruitment and involvement of parents, community members and minority representatives to partner with the school in meaningful ways and to remove barriers to student learning.

The Transformation Model requires the implementation of ongoing, high-quality, job-embedded professional development that addresses the diverse needs of the Forrest City Jr. High student population.   A qualification of the selected Provider was to have Specialists trained in and able to support Arkansas initiatives such as those identified through Smart Start, Smart Step, Next Step, the Classroom Walk-through model and the Arkansas Coaching model. Additionally, since students with disabilities are a subgroup of low performance, the Provider was required to have Specialists qualified and experienced in this area. It was also a requirement for the Provider to have Specialists who were intricately knowledgeable about and able to support the ADE newly proposed teacher evaluation system, as this system supports the differentiation that needs to occur in Forrest City Jr. High classrooms. Since using data to drive instruction is an objective of the Turnaround Model, the Provider was to have experience with interim assessments to include using the D2SC software, analyzing data from interim assessments, and working with teachers to use the data to inform classroom instruction in order to meet the needs of every student.

An additional qualification for the Provider was to work with the Forrest City Jr. High School leadership and staff to create culturally responsive classrooms as they select culturally sensitive instructional resources that are researched-based and actively engage students in learning. The Provider will also work with the Forrest City School District to seek appropriate social-emotional and community oriented services and supports for students and evaluate all remediation and supplementary programs to ensure they are used effectively to support student achievement. Additionally, the Provider will work with the Forrest City School District to establish School Prevention, Review, and Intervention Team (SPRINT) and create a tiered intervention system to address the specific needs of students who are experiencing learning problems and students with special needs. The External Provider was required to have the capacity to

deliver the services as necessary to accomplish the intended goals of increasing student achievement in the core subjects with a focus on math and literacy at Forrest City Jr. High School.

5. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

Students arrive at Forrest City Jr. High from the feeder school lacking many of the basic skills needed for success. Three year trend data from Lincoln Academic School of Excellence, that houses grades 5-6, is as follows for student scoring proficient or advanced on the Benchmark exam for literacy, mathematics and science.

5th Grade

Literacy	*Mathematics*	*Science*
2011 48.9%	2011 48.4%	2011 22.4%
2010 52.1%	2010 41.1%	2010 24.1%
2009 42.5%	2009 45.1%	2009 45.1%

6th Grade

Literacy	*Mathematics*
2011 51.5%	2011 54.1%
2010 51.5%	2010 55.1%
2009 37.1%	2009 58.8%

Lincoln Academic School of Excellence is a conversion charter that began in 2010-2011. In 2011 they were placed on Alert status for not meeting standards in Literacy or Math.

Compared to statistics for the state, the entire enrollment area is comprised of a student population which includes highly mobile, low income, and high minority learners. This enrollment area necessitates reform efforts that take into account single family homes, parents who may not have completed high school, high unemployment, and who have not developed a high value for education. The needs of the enrollment area point to a new and strategically planned approach to parental involvement.

External partners/providers must have experience working with diverse teachers and administrators as well as working with teachers of high mobility and those lacking teacher certification such as the large group of Teach for America teachers employed at Forrest City Jr. High and surrounding schools. The partners/providers should have experience in working with staffs to build community, in building relationships, motivating teachers and becoming change agents.

The school population in general has lacked an intensive embedded model of professional development. A key criterion considered was that partner organizations

must have a strong professional development component consistent with the requirements of the Transformation model and aligned with the needs of Forrest City Jr. High. The Forrest City School District Superintendent interviewed interested vendors and selected Elbow2Elbow based on the needs of the school and district. Partner organizations and vendors were chosen by the school based upon their track record of effectiveness and compatibility together with their ability to customize their support to the school's needs and their unique profile.

Step 3 Reviews of ADE Scholastic Audit and other School Data

1 A. Provide a detailed summary of the schools progress relative to the Arkansas
  Standards and Indicators for School Improvement, (ADE Scholastic Audit):

- Discuss the specific findings that led to the "Recommendations";
- LEA (Leadership) and/or school "Recommendations" identified for
   implementation;
- Implementation progress;
- Timeline of prioritized "Recommendations" and the
- Evaluation process.

The Arkansas Department of Education conducted a Scholastic Audit of Forrest
City Junior High School during the period of December 8 - 11, 2008. Based on
the Scholastic Audit Performance Levels, the level of performance for each of
the 9 standards for school improvement of Forrest City Junior High School are:

Standard 1 - Curriculum: Level 4 0% , 3 0%, 2 29%, 1 71%;
Standard 2 - Classroom Evaluation/Assessment: Level 4   0% , 3 0%, 2 63%, 1 37%
Standard 3 - Instruction: Level 4 0%, 3 0%, 2 75%, 1 25%;
Standard 4 - School Culture: Level 4 0%, 3 0%, 2 55%, 1 45%;
Standard 5 – Student/Family and Comm.Support: Level 4 0% , 3 0%, 2 100%, 1 0%;
Standard 6 – Profess. Growth, Develop. & Eval.: Level 4 0%, 3 0%, 2 83%, 1 17%;
Standard 7 - Leadership: Level 4 0%, 3 0% , 2 55%, 1 45%;
Standard 8 - School Organiz. & Fiscal Res.: Level 4   0% , 3 0% , 2 80%, 1 20%;
Standard 9 – Compreh. & Effect. Planning: Level 4 0%, 3 0%, 2 75%, 1 25%.

Forrest City Junior High School decided to address the recommendations of the report
over a period of 3 to 5 years; Recommendations were addressed each year in the
ACSIP/ The focus for the 2011-2012 school year was to continue to address Standard 1
- Curriculum Indicators (1.1b) District does not facilitate discussions among schools
regarding curriculum standards (1.1c) District does not facilitate discussion to eliminate
unnecessary overlaps (1.1d) No evidence of vertical communication, intentional focus
on key curriculum transition points (1.1f) No systematic process for monitoring,
evaluation, and reviewing curriculum (1.1g) Curriculum does not provide access to an
academic core. Standard 4 - School Culture Indicators (4.1c) Teachers do not
hold high expectations for all students (4.1d)

While these recommendations are addressed through evidence found in the ACSIP
budget, there appears to have been limited follow-through with implementation. The
evaluations are limited to whether the activity was scheduled and not on the outcome as
determined by the indicators.

1) STANDARD 1 FINDINGS: -CURRICULUM

1.1b - The district does not initiate discussions regarding curriculum across all grade levels and all content areas. The math facilitators from the middle school, junior high, and high school meet and discuss curriculum. The school does not initiate curriculum discussions with teachers in 6th grade or 9th grade. 1.1c - The district does not facilitate discussions among all schools and all content areas to reduce curriculum overlaps or gaps. The math facilitators from the middle school, junior high, and high school meet and identify curriculum overlaps and gaps. 1.1d - The district does not facilitate communication among schools to identify curriculum transition points. 1.1g - A challenging curriculum is not provided in most classes. Lecture is the primary source of instruction in most classes. Some students complete work before the bell rings and have no other assignment. There is little student-teacher interaction in the lab remediation classes. Twenty percent of 7th
graders chose the Core curriculum option rather than Smart Core. Lesson plans do not reflect differentiated learning experiences. Some student learning expectations require higher-order thinking verbs. Most teachers have objectives posted in the classroom. Academic core classes are available to all students.

RECOMMENDATIONS FOR IMPLEMENTATION:

District and school leadership must:
-recognize that teachers learn what content to teach, how to teach content, and when to teach content by developing a curriculum.
-develop a curriculum for the Forrest City School
-designate time during the summer for curriculum development in all content areas.
-develop a common format for the curriculum. Horizontal and vertical discussions should occur in all content areas as curriculum is developed.
-develop a formal process for curriculum revision, annually. The process must include time for horizontal and vertical articulation for grades K-12 and include a process for identifying curriculum gaps and overlaps.
-develop a process for communication between all feeder schools in grades K-12 at key transition points.

Teachers must:
-analyze the skills required in student learning expectations and ensure that the skills are taught at the correct level.

IMPLEMENTATION OF PROGRESS:

Progress is being made in the areas of collaboration with the 6th and 9th grade in the areas of Math and Literacy. However, in other content areas little to no progress has been made. Opportunities for enrichment in curriculum development have been provided, but few teachers have been productive in this area. Time has been issue. Horizontal and vertical communication is still lacking. The curriculum is at grade level, but the method of teaching is not reaching the higher levels of Bloom's Taxonomy. The process for communication between all feeder schools is still an area of concern.

2) STANDARD 2 FINDINGS - CLASSROOM EVALUATION/ASSESSMENT

2.1c - There is limited evidence that teachers collaborate to develop clearly defined scoring rubrics. Some rubrics are developed by individual teachers. Some students can articulate what they should know and be able to do, to be proficient in each content area. Students are provided little opportunity to formally evaluate their own performance. Most displays of student work are not accompanied by rubrics or meaningful feedback to students. 2.1d - Test scores are not used to identify curricular gaps. Most teachers do not analyze the data using item-by- item analysis. Most instructional and assessment practices are not modified based on reported test scores. 2.1h - There is no formal procedure to analyze student work. Teachers have not received professional development in analysis of student work. Assessments are primarily used for reporting grades and are not viewed as a tool for evaluating teacher effectiveness in the delivery of instruction. The master schedule does not provide for common planning time in all core content areas. Few teachers use portfolios as a way to measure student growth. 2.1a – Most assessments are textbook generated and include matching, multiple choice, fill in the blank, and some open response questions. Some assessments are teacher-generated. Most assessments are not rigorous and do not require students to use problem-solving and higher-order thinking skills. Authentic assessment opportunities designed to measure student progress are limited. Few teachers use projects and student presentations as a part of the classroom assessment program. 2.1b - School leadership does not provide opportunities for all grade level teachers to collaborate in the design of authentic assessments that are aligned with the Arkansas Academic Content Standards. Professional Learning Communities have been established for language arts and mathematics. School leadership does not always review assessments and provide feedback to teachers. 2.1e- There are few opportunities for students to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. Assessments are seldom analyzed to determine instructional modifications. Interim assessments are scored and used to make changes in the curriculum, such as revising pacing guides for the next school year. Few students receive meaningful feedback from teachers to encourage future performances at the proficient level. 2.1f- All teachers do not use performance standards to develop clearly defined rubrics that are shared with students prior to the beginning of the instructional task. Few classroom assessment tasks allow students to demonstrate rigorous work as described in performance standards.

RECOMMENDATIONS FOR IMPLEMENTATION:

School Leadership should:
-be trained to analyze additional data sources during the school improvement planning process, such as staff attendance, parental contacts/involvement, teacher evaluations, and student failure rates.
-provide common planning time for all content area
teachers to meet during the school schedule at least once a week.
-attend each PLC on a weekly basis to serve as a resource for decision making and instructional development.

Teachers should:
-use the data to make decisions concerning modifications of curricular, instructional strategies, and assessment practices that will improve student learning in all content areas.
-not limit data analysis to students who score below basic or basic on standardized tests
-create a plan of action to motivate high performing students toward higher levels of academic achievement.
-receive professional development training on how to create teacher-made authentic assessment tasks with clearly defined rubrics and they should be shared with students prior to the beginning of the instructional sequence and used in providing meaningful feedback to students.
-be trained in designing rubrics

IMPLEMENTATION OF PROGRESS:

Due to the fact that the Forrest City Junior High School has had three different administrative team (principals and assistant principals) in the past three years, the leadership teams have experienced a high turnover as well. Consistency for support, accountability and follow-through for improvement plans has been limited.

PLC and common planning periods have been established, but the time allotted has not been used effectively. Data is available for decision-making, but few teachers utilize the information to inform instruction.

Standard based bulletin boards (which displays skill talk, rubric, student work at proficient level and below with teachers' comments} are in the making, but not updated regularly.

3) STANDARD 3 FINDINGS- INSTRUCTION:

3.1c - There is little monitoring of classroom instruction. Some classroom walkthroughs have been conducted. Charts and graphs from Teachscape have not been shared with teachers. Feedback has not changed classroom management, instruction, or student achievement. Consideration of learning styles is not reflected in most teaching strategies. 3.1g - Teachers have not received training in protocols for analyzing student work. Teachers do not
collaborate to analyze student responses from state assessment released
items. Released items from state assessments are used for practice as a
result of interim assessments. 3.1a - Most teachers use whole-group lectures that are textbook driven. There is limited use of cooperative learning, identifying similarities and differences, using analogies and reinforcing effort and providing recognition.
 Students are not required to use problem-solving skills or respond with higher-order thinking. There is little student participation during instruction. Some students with disabilities are scheduled into general education classes with a co-teacher. Special

education teachers do not take an active part in direct instruction. 3.1b - Most instructional strategies do not reflect best practices. Most lessons are delivered using lecture, worksheets, and textbooks. Most assignments and assessments lack meaningful feedback that enhances student learning. 3.1d - Teachers' professional development is not reflected in most classroom practices. Most teachers do not use strategies presented in professional development to challenge and motivate students to high levels of learning. Most teachers do not use high yield learning strategies such as cooperative learning, identifying similarities and differences, using analogies, and reinforcing effort and providing recognition. 3.1e - There is little evidence that school leadership monitors the use or instructional impact of technology. Teachers do not receive feedback on the use of technology for instruction. Technology is used to expand the classroom into the community through Edline, the school website and Channel 17. Most teachers use Smart Boards as a part of instruction. Computer software for remediation includes, I Can Learn, My Reading Coach, Reading Plus, and Orchard Math and Reading. A few teachers use PowerPoint to enhance instruction and require students to use PowerPoint for projects. The district has a technology policy.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership and teachers must immediately gain control of classroom behavior so that students can learn in an atmosphere of mutual respect. There must be consistent expectation of behavior and classroom management procedures.

School leadership should:
-monitor and evaluate classroom behavior and management skills on a daily basis through Classroom Walkthroughs.
-provide feedback to the teachers and provide recommendations for improvement.
-meet monthly with the Student Action Committee to discuss the effectiveness of the management changes.
- monitor classroom implementation of engagement strategies through Classroom Walkthroughs and provide immediate, substantive feedback.

Teachers must:
-demonstrate high expectations for student performance.
-employ instructional practices, based on research, to include a variety of procedures to promote student interaction and higher-level thinking skills through effective questioning, use of graphic organizers, peer tutoring, cooperative learning groups, and investigatory learning.
-teach students transition procedures during instruction, expectations and organizational skills, such as note-taking, study, and test taking strategies.
-analyze classroom assignments, open responses and tests to better understand student learning and errors in student work.
-collaborate in Professional Learning Communities and across content area to discover patterns of errors and effective remediation to correct the errors.

-use Error Pattern Analysis to discover the patterns of errors and what skills need to be clarified and/or re-taught.

Instructional facilitators should:
-model effective engagement strategies and teachers should implement instructional strategies with opportunities for practice

Professional Learning Communities should meet weekly to collaboratively plan best practices, analyze student work, and facilitate the effective use of common planning time.

IMPLEMENTATION OF PROGRESS

Administrators and instructional facilitators are conducting Classroom Walkthroughs, they are not on a consistent basis and immediate feedback is not provided to the staff. Additionally, professional development based on information gathered during the CWTs is not planned and provided.

The Student Action Committee meets on a regular monthly basis to discuss the effectiveness of change, and school climate.

Although there is some progress regarding collaboration in Professional Learning Communities (PLC), progress has been slow. Standard based bulletin boards, word / data walls, constructing and scoring open response type questions and analyzing student work have been topics of discussion during PLCs.

Instructional facilitators are accessible to teachers to model effective strategies, but many teachers are still reluctant to utilize their services directly.

4) STANDARD 4 FINDINGS - SCHOOL CULTURE –

4.1c Not all teachers demonstrate high expectations for students. Most instructional practices are teacher-directed, whole-group instruction and textbook driven. There is limited use of questioning at higher levels of Bloom's Taxonomy and problem-solving skills in the classrooms. 4.1d The school has two mission statements. It is unclear which mission statement guides decision-making. There is no formal process to involve teachers in the decision making process in the school. 4.1e - Most teachers do not recognize their role in students' success and failure. Most teachers state that factors outside the school environment such as a lack of student motivation, students' inability to see value in education, and a general attitude of apathy among some parents and students contribute to student failure. The delivery of instruction in many classes is teacher-centered and textbook-worksheet driven. Many teachers do not use differentiated instructional strategies to teach to various learning styles. 4.1h - A nurturing learning environment does not exist in the school for most students. There is no formal advisor/advisee or mentoring program to provide a nurturing learning environment for students. Student accomplishments are rewarded quarterly with

certificates, ribbons, and coupons for honor students and activities for good citizenship. 4.1i - The school does not have a communication plan. The school uses multiple communication methods to inform parents about events. 4.1a - There are few procedures in place to support a safe and orderly learning environment. Some teachers and students do not feel safe at school. Announcements are made during home base and throughout the day. Some teachers reported that behavior standards are not consistently enforced. Student discipline reports indicate over 55 fights and 134 disorderly conduct incidents have occurred from August 18, 2008 through November 24, 2008. 4.1b - The school has a vision statement. There is no evidence that the vision statement guides high expectations for teachers and students. Not all teachers articulate a belief that all students can learn at high levels. Over 200 students received F's during the first nine week period. The master schedule reflects that school leadership provides limited opportunities, such as common planning time for language arts, for staff to collaborate and share instructional strategies. School leadership does not monitor the effectiveness of the collaborative efforts. School leadership does not have a systematic process to ensure continuous improvement in student learning. 4.1g- Most communications concern behavior issues rather than academic progress. Teachers do not utilize student-led conferences to report progress to families.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership should:
-develop a plan to consistently monitor classrooms for time on-
task behaviors of students and teachers.
-be in classrooms daily.
-evaluate lesson plans for research-based instructional strategies, differentiated instruction, high levels of student engagement, authentic learning tasks, and assessments.
-provide support to the classroom teacher to address disruptive behaviors of students.
-facilitate development of a school-wide behavior intervention plan, that will be evaluated quarterly and will minimize discipline problems.

Teachers should:
-actively engage students in the learning.
-not allow disruptions such as arguing and excessive talking among students that deny all students access to rigorous, highly–engaged daily instruction.
- engage student in the learning from bell-to-bell.

IMPLEMENTATION OF PROGRESS:

Although administrators and facilitators are conducting CWTs, they are not providing regular and immediate feedback. Lesson plans are turned in weekly, but the evaluation of the lesson plans are a concern. The current discipline plan empowers teachers, but many teachers are still relinquishing the authority to the administrators. Classroom management is still an issue in many classrooms. Numerous professional development offerings have been provided on implementation of the Workshop Model Instruction (which engages students in learning from bell-to-bell) but many teachers have been

reluctant to employ this practice in their classroom. Disruptions such as arguing and excessive talking among students that deny all students access to rigorous, highly-engaged daily instruction has greatly improved with the new leadership at Forrest City Jr. High.

5) STANDARD 5 FINDINGS - STUDENT, FAMILY AND COMMUNITY SUPPORT –

5.1a -Most communication from the school is reactive to student behavior or academic issues. Most communication is limited to quarterly report cards and mid-nine weeks grades. There is no active, organized plan to recruit parents or community members to participate in student and school success. Teachers are not maintaining and using Academic Improvement Plans. 5.1b – There is a voluntary after school program that operates two days a week. Benchmark remediation classes are provided for students who did not achieve proficiency in literacy and/or mathematics. Remediation in literacy and mathematics is provided through computer software programs. 5.1c - Instructional materials such as, levelized reading material, current and varied literature for literature circles, models and manipulatives for mathematics, and science and other supplies that promote active learning are available. The use of those materials is limited. Most instruction is lecture. Not all teachers have received the necessary training to fully utilize available technology. Some teachers have not received professional development on addressing cultural differences. 5.1d - Teachers in the afterschool program do not collaborate with classroom teachers about student progress.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership should:
-monitor the use of technology in the classroom
-work with parents and community members to develop a Parent/Community Involvement Plan

Teachers must:
-use a variety of instructional activities to meet the learning needs of students.
-utilize teaching strategies that engage students in learning.
-utilize technology to enhance instruction.

IMPLEMENTATION OF PROGRESS:

 School leadership does not monitor the use of technology in the classroom on a regular basis. Teachers have participated in professional development on high yield strategies as well as the use of technology in the classroom. Training has occurred, but teachers are not being held accountable for implementation. Technology is limited, but accessible for students and teachers.

6) STANDARD 6 FINDINGS- PROFESSIONAL GROWTH, DEVELOPMENT, AND EVALUATION

6.1e - There is no process or procedure for ensuring that content knowledge and instructional skills gained from the professional development is implemented in the classrooms to change instructional practices. The evaluation results of the professional development are not analyzed to determine if newly acquired strategies are being implemented in the classroom. 6.2f -There is no direct connection between the Individual Professional Growth Plans and formal teacher evaluations. Individual Professional Growth Plans are not developed in collaboration with school leadership. Feedback from the midyear review of the Individual Professional Growth Plans does not direct a change in instructional practices. 6.1a - There is limited support for long term professional growth needs of staff. Planning for professional development is on an annual basis. 6.1b -The district uses the National Staff Development Council (NSDC) Standards for Staff Development Assessment Inventory as a needs assessment for professional development. There has been no formal analysis of that data. 6.1c - Individual Professional Growth Plans are completed by teachers and submitted to the principal for signature. Administrators complete their Individual Professional Growth Plans and submit them to their supervisor. The Individual Professional Growth Plans identify two goals with goal activities required for only one of the goals. Mid-year progress review conferences with the principal and teachers were held to determine what progress had been made on the plan. The plan is also reviewed for a final performance report. 6.1d - Learning gained from professional development on classroom management and high yield strategies is not being used to improve student learning. 6.2a – The evaluation system does not connect with Individual Professional Growth Plans or growth needs of staff. 6. 2c - The evaluation process does not provide guidance that would move teachers to proficiency. Individual Professional Growth plans are not developed in collaboration with school leadership. Reflection is not a component of the Individual Professional Growth Plans. There is not a direct connection between evaluation and instructional needs of students or professional needs of staff. Feedback from the evaluations is not specific to guide teachers to make positive instructional changes. 6.2d - Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation. The Teacher Evaluation Process manual is dated 1999-2000.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership must:
-require that professional development have a direct connection with Individual Professional Growth Plans and the evaluation process.
-ensure that professional development is offered that address the individual needs of teachers and building level needs as identified by achievement data, school data, and a formalized needs assessment of staff.
-use date from Classroom Walkthroughs, achievement, and other school level data to identify building wide professional development.
-provide job embedded professional development for those areas identified as

critical in "chunks of learning" with opportunities for practice before additional information is presented.

-inform students of how the new strategies will be used, as well as the rational and expectations for implementation.

-provide follow up to ensure that newly acquired strategies and information are fully implemented by staff.

IMPLEMENTATION OF PROGRESS:

Classroom Walkthroughs are done inconsistently and the data is not used to determine individual teacher or building needs.

The Individual Professional Growth Plans are still conducted the same, the evaluation process still does not provide guidance that would move teachers to proficiency. The leadership provides and implements a process of personnel evaluations according to district policy.

Accountability for implementation of newly learned strategies through profession development has been limited in the past, but is improving with the new leadership.

7) STANDARD 7 FINDINGS- LEADERSHIP-

7.1a – The school has two mission statements and it is unclear which is used to guide instructional decisions or measure accomplishments of the school. 7.1b - School leadership does not analyze state assessment data. School leadership reviews state assessment data to determine which students are eligible for remediation. School leadership extends the time in first and second periods for students who need extra help. 7.1f - Instructional time is lost due to disruptions in the classroom such as students arguing with teachers, teachers arguing with students, students putting their heads on the desks and students refusing to do assignments. Most teachers do not provide instruction bell-to-bell. 7.1g - There is little evidence that school leadership monitors instructional programs. Some classroom walkthroughs have been conducted. Teachers do not receive meaningful feedback that will impact instructional change. Classroom walkthrough charts and graphs have been created from Teachscape. This data has not been shared with staff. School leadership does not monitor all organizational practices such as scheduling. 7.1k & 7.1h - Discipline is not consistently enforced. Many students, staff, and parents voice serious safety concerns. There is a lack of communication between the principal and staff. The principal is not viewed as the instructional leader. Teachers are not clear on procedures for lesson plans. 7.1d - School leadership does not analyze achievement data. 7.1e- School leadership has established a leadership team. All language arts and mathematics teachers have access to curriculum maps/pacing guides. Instructional facilitators work with language arts and mathematics teachers in using the curriculum.

RECOMMENDATIONS FOR IMPLEMENTATION:

The principal must:

-immediately accept the responsibility for cultivating a climate that supports the belief that all Forrest City Junior High School students can learn at high levels and reach proficiency.
-create a leadership climate that exhibits the characteristics of an instructional leader.
-support the vision of the school and maintain high expectations for herself, the staff and the students.
-assume responsibility for all aspects of the instructional program of the school.
-develop a process to regularly track student progress.
-track student tardies, discipline referrals, absences, and grades.
-examine why students are failing or are continuously referred for discipline.
-implement a positive behavior intervention plan on how to address the findings of the data.
- begin the work of the leadership team and create an action plan to develop a vision for the team and identify issues that are interfering with progress and then actions to remediate those issues.

IMPLEMENTATION OF PROGRESS:

Due to the fact that the Forrest City Junior High School has had three different administrative team (principals and assistant principals) in the past three years, the leadership teams have experienced a high turnover as well. As a result, implementation of the recommendations for leadership have been difficult or non-existent. The present leadership accepts responsibility for cultivating a climate that supports the belief that all Forrest City Jr High students can learn at high levels and reach proficiency. He assumes responsibility for the instructional program at Forrest City Jr. High and is working diligently to improve the conditions for students and staff.

Student's tardiness, discipline referrals, absences, and grades are available in APSCN, but not tracked or monitored regularly.

A positive intervention plan on how to address the findings of the data, examining why students are failing or are continuously referred for discipline must be addressed**.**

8) STANDARD 8 FINDINGS- SCHOOL ORGANIZATION AND FISCAL RESOURCES-

8.1d - Few teachers utilize classroom management and organizational practices to ensure that instructional use of class time is maximized. Some teachers do not teach from bell to bell. There is some disruption of instructional time such as students arguing with teachers, teacher arguing with students, students putting their heads on the desks, and students refusing to do assignments.8.1e - Professional Learning Communities have been established for language arts and mathematics. Teachers in other content areas are not provided time for horizontal and vertical collaboration. There is limited sharing of lesson plans. Resources are not always used to support teacher collaboration and team planning to meet student-learning needs. 8.1a - There are no standing committees to address the allocation of resources. The allocation of some

resources is based upon requests made to the principal by staff members. 8.1b - Most students have equitable access to classes. Remediation classes are not available for all students who scored below proficient. 8.1c - The master schedule allows limited time for resource sharing, mentoring and collaboration among teachers. 8.1f - The learning needs of students are considered in making the schedule. Students with the greatest need are scheduled into core classes during the first and second classes. Learning styles are not made a priority. There is limited evidence of teachers utilizing best practices. Most teachers use whole group lectures that are textbook driven. Most teachers do not implement strategies, such as cooperative learning, identifying similarities and differences, using analogies, and reinforcing effort and providing recognition.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership should:
-work with staff to make efficient use of instructional time.
-ensure bell to bell instruction is a priority issue in the classrooms.
-address the disruption of the instructional time by student behavior must be addressed by staff and students to include development of an action plan to address discipline.
-minimize intercom announcements.
-implement professional development in classroom management for staff members.
-monitor all classrooms to see that skills learned in professional development are implemented.
-analyze the master schedule to determine if time is maximized for student learning.
-establish common planning time for staff and include keeping of agendas and minutes as documentation.

IMPLEMENTATION OF PROGRESS:

We have addressed bell to bell instructional time by implementing a discipline policy and minimizing intercom announcements. Professional Learning Communities planning times have all been implemented but the time is not always utilized to improve teacher practices or student performance. There is a need for a continuous adjustments. The master schedule was arranged to accommodate planning time for all academics and PLCs. Classroom management training has not been provided to staff members.

9) STANDARD 9 FINDINGS- COMPREHENSIVE AND EFFECTIVE PLANNING –

9.5a - The action components of the ACSIP do not include a focus on closing the achievement gaps. Some of the research is more than six years old. Some of the goals, objectives, and activities of the ACSIP are not aligned such as a literacy action that addresses a restructuring plan for the school. 9.5d - There is a mission statement included in ACSIP. There is another mission statement in the student handbook. Both mission statements are displayed in some classrooms. 9.6c - The ACSIP states that some actions will be evaluated to determine the degree to which goals for student learning are achieved. Examples of areas that do not have a program evaluation action

type are the use of portfolios for exemplary student work and the actions of the Intervention Team. Teachers do not maintain the AIPs. 9.6d - There is limited effort to sustain the commitment to continuous improvement. 9.1a - The mission statement in the ACSIP does not contain the same wording as the mission statement in the 2008-2009 student handbook. 9.2a - There is no systematic process for collecting, managing, and analyzing all data sources to determine areas of strength and needs. 9.2b - School leadership used data to develop the ACSIP. Benchmark Exams, Iowa Test of Basic Skills, and Stanford Achievement Test 10 (SAT 10) were reported and used to determine student needs. Data was reported and used to develop some actions of the ACSIP. 9.3a - School leadership considers educational research to plan and develop the ACSIP. Instructional strategies are included in the intervention and action steps. There is minimal evidence that school leadership monitors and reviews the ACSIP goals throughout the school year. 9.4a - Results of school perception surveys are not analyzed to identify strengths and limitations of the school. Test data is monitored to evaluate programs. 9.5c - There is no systematic plan to evaluate the effectiveness of the ACSIP. Instructional facilitators monitor some of the activities such as professional development in ACSIP to ensure that they are scheduled.

RECOMMENDATIONS FOR IMPLEMENTATION:

Forrest City Junior High School has two mission statements. It is unclear which mission statement is used in the decision making process.

School leadership should
-lead a process to resolve the conflict between the mission statements in order to provide a clear focus for guiding all decision-making processes.
-facilitate development of core beliefs that reflect the vision of the school.
-utilize multiple data sources should include, but not limited to, student demographics, attendance, discipline, report card grades, summative and formative assessments, district and classroom assessments, and state assessments.
-must receive professional development related to collection,
analysis and use of data results to improve the academic outcomes for individual students.
-facilitate, with teachers, a review the planning process for the ACSIP to ensure the development of a more effective school improvement plan. This review should be a collaborative effort involving all stakeholders
-collaboratively with teachers, establish a process for monitoring and evaluating the effectiveness and implementation of actions in the ACSIP.
-expand Professional Learning Communities to include all staff.
Discontinue all actions that do not improve student learning.

IMPLEMENTATION OF PROGRESS:

The Forrest City Junior High School established one Mission Statement and shared it with the entire faculty and staff. The entire staff/faculty met to decide on ONE mission statement to ensure it reflects the focus of the school.

Some math and literacy teachers use data from multiple sources to drive instruction. The practice of using data is not widely practiced in the non-state tested content areas. Math & literacy teachers have had professional development to collect, analyze, and use data to improve academic outcomes. The ACSIP revision and planning process is open to all stakeholders, but not all participates. Every faculty member receives and reviews a copy of the ACSIP. School leadership is exploring ways to more effectively monitor and evaluate the effectiveness and implementation of actions in the ACSIP. Although PLCs have been implemented, not all staff is included. All evaluative actions in the ACSIP are evaluated. We are addressing other methods to discontinue actions that do not improve student learning.

1B. The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level. Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).

The District Instructional Facilitator will assist the Superintendent in monitoring the job embedded professional development offered at Forrest City Jr. High. The District Instruction Facilitator will work closely with E2E Specialists to ensure that job embedded professional development offered is consistent with the overall professional development plan for the Forrest City School District.

This becomes an accountability measure as the Superintendent and the district leadership team monitor and provide support and hold building level administrators and staff responsible for full implementation of the selected model of school reform.

The Superintendent and the district leadership team identified the need for adoption of the new Arkansas teacher and administrator evaluation system, A Framework for Teaching, the Evaluation and Professional Growth Comprehensive Assessment Plan for teachers and administrators. With this new adoption will come training and professional development to facilitate an understanding of the components of the new evaluation system.

There will be weekly written communication between the provider/partners and the district office administration documenting progress and ongoing plans for improvement. Face to face meetings will occur at least monthly to assess progress and make mid course corrections as needed. Additionally, the provider/partners will keep the Superintendent and Federal Programs Coordinator informed of the supports needed from this office. The Project Manager wil prepare monthly reports that will be made/presented to the Board of Education documenting progress of school improvement initiatives.

1C. The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement.

A new school leadership was selected for Forrest City Jr. High last year. Many positive changes have resulted from the change in leadership. This new leadership has demonstrated commitment to build a culture conducive to improving student achievement by establishing effective building level leadership teams, common planning for teacher teams, full implementation of professional learning communities, and celebrations of the small successes of Forrest City Jr. High staff and students. To improve Forrest City Jr. High from the current state designation of State Directed Year 7, all parties involved must work together.

The use of best practices will become the expectation of district and school leadership to include ongoing monitoring of classroom instruction, accountability for implementation of improvement strategies and follow-up support focused on identified teacher and student needs. E2E Specialists will work side-by-side with the Forrest City School District Superintendent, Federal Programs Coordinator, Special Education Supervisor and District Instruction Facilitator to build capacity with building level leadership to include the principal and instructional coaches. To support reform efforts, E2E Specialists will train the instructional coaches to work with teachers to improve practices in the classrooms. Additionally, E2E Specialists will work one-on-one with coaches and teachers to improve practices in the use of vertically and horizontally aligned district-developed curriculum maps/guides based on the Common Core State Standards, and in the utilization of differentiated teaching strategies informed by analysis of data to meet the unique needs of the student population.

2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each Tier I and Tier II school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

America's Choice Reports

The Forrest City Junior High adopted the America's Choice reform curriculum during the 2009-2010 school years as a result of being under ADE School Improvement status. America's Choice Specialists Reports reveal that portions of the America's Choice Curriculum are being implemented. A new leadership team was recently. Although AC has functioned as a vehicle for some classroom changes, test scores for students have actually decreased in math and literacy. The adoption of this change has not proven to be effective at the Forrest City Junior High.

Teachers are reluctant to utilize the skills techniques and recommendations of the Specialist to enhance student achievement. America's Choice reports submitted by the Field Service Specialist indicates a concern with the: limited use of strategies to engage the students in the learning; insufficient questioning techniques being used on a consistent basis to check for understanding of learning; teachers not using data to inform instruction; and lack of bell-to-bell teaching.

Teacher Attendance Data

In analyzing data on teacher attendance from August 2011 through April 2012, 45 certified employees were absent from instruction an average of 7.06 days each out of a total 155 days possible. Because well trained substitutes are in high demand in every school and because of the expertise of teaching that is required at the secondary level, a limited substitute pool exists for Forrest City Jr. High School. Teacher absenteeism hinders Forrest City Jr. High School from being able to provide a quality instructional program. It is necessary to improve teacher attendance at Forrest City Jr. High.

Discipline and Tardy Reports

Discipline reports from Forrest City Jr. High were reviewed. Out of 3,769 discipline incidents that were reported from August 20, 2011 through May 17, 2012, 1055 of them related specifically to inappropriate classroom behaviors: insubordination 157 incidents; disorderly conduct 890 incidents; abusive language 8.

Additionally, there were 1,626 tardies noted in the report during this same time period.

Lesson Plans

A review of lesson plans collected thus far this year was conducted. Lesson plans are submitted by teachers weekly. A rubric is used to score the lesson plan for objectives guided and independent activities, instructional strategies and evidence of collaboration. Classroom Walkthrough (CWT) data collected suggest that teachers are not delivering the lessons as indicated on the lesson plan form. Differentiation of instruction and engaging students at higher levels of Bloom's Taxonomy is noted as a deficit area. Limited to no follow-up is being done to ensure that lesson delivery matches the instructional plan.

Professional Development Survey

A survey was conducted during the Spring of 2012. Forrest City Jr. High educators indicated the need for professional development for the following strategies: Explicit Vocabulary 46%, Instruction/Word Wall 50%, Paired Reading, Paired Questioning, Jigsaw 50%, Interactive Reading and Anticipation Guides 50%, Effective Questioning 56%, Summarizing and note taking, Cornell Notes 60%, Writing to Learn 57%, Graphic Organizers 57%, Cooperative Learning 56%, Differentiation 56%, and Analyzing Student Work 57%. Additionally, 73% of the staff felt they needed additional professional development in grade level and/or vertical team planning to integrate subject area, 73% indicated need for same-course planning lessons/pacing guides, 73% expressed needing additional assistance in developing common assessments for learning (formative) and summative assessments, 73% indicated that additional professional development is needed in developing and/or revising curricula maps and/or pacing guides, 63% ranked Bloom's Taxonomy as a need and 88% of the staff expressed a need for additional support and professional development in Common Core. The Special Education areas of concern for the staff are: Response to Intervention (RTI) 63%, Accommodations for 504 students 63%, and Different Types of Disabilities 81%. When asked which areas of state-mandated assessments they needed support in, the staff identified the following: Writing multiple choice questions 63%, Writing open response questions 75%, Developing writing prompts 69%, Grading open response type items 63%, Data analysis 50%, and Developing rubrics 56%.

Areas not listed on the survey but included in the comments section included: School climate, engagement activities, team planning, reading in the content area, parental involvement and technology.

Survey Data-Teacher, Students, & Family

In an effort to improve school culture and student achievement, a school culture inventory survey was conducted in April 2012. The views of teachers, parents, and students were examined to identify strengths and areas of improvement. The survey examined factors including: school vision, standards/expectation, leadership, collaboration/communications, and alignment to standards, monitoring teaching and

learning, professional development, learning environment, family, and community involvement.

The results indicate that parents are unclear about the school's mission, teacher's main purpose of helping students learn, school contacting parents, and parent involvement. The school scored low in those areas aforementioned. The school's ratings were most high in the following areas: grades are given fairly, discipline problems are handled fairly, school activities opportunities, and teachers showing respect for one another.

According to the students survey, the school's climate has a need for improvement in the following areas: teachers make learning interesting by teaching in different ways, parental involvement, students reported feeling unsafe, and students do not feel those who are different from them show respect.

Educators, parents, and students identified a number of key points that, if addressed, should have a positive influence on student achievement and school culture. Overall, parents believed the school was doing a fair job of addressing the factors listed in the survey. The only exceptions to that belief dealt with the school having a clear purpose and communicating that purpose to all stakeholders. Educators and students were in agreement with the parents on the questions related to the vision and mission of the school.

 Educators' survey identified several areas for improvement. Not only, do they believe the school lacks a clear purpose and clear focus on improving student learning, but educators also do not believe that students were held to high expectations, challenged with a rigorous curriculum, nor taught with effective high-yield strategies. Students, likewise, expressed concerns about a lack of challenging classes. For educators and students, mutual respect was identified as a key factor to improving school culture. Students believe the learning environment could be improved, specifically in how students are treated by adults and how adults demonstrate respect for each other. Educators also noted challenges in how students and educators demonstrate respect for individual cultural differences.

Other Key Findings Include:
● Students indicate concerns with the fairness in grading and the handling of discipline issues.
● A gap exists between the perception of how students and educators perceive school-to-family communications and how parents perceive them. Parents believe there is a frequent two-way communication between school and family, while students and educators list this area as a concern.
● Educators rated collaboration and communication as a major concern, noting a lack of common team planning and lack of trust with other staff members as primary evidence of this concern.
● Parents' indicated a lack of understanding of what the school is trying to accomplish as their perceived greatest need. Through the survey several factors were identified as

areas for improving student achievement and school culture. Primary focus areas should include building a culture of mutual respect and high expectations for all students.

Scholastic Audit –

The Scholastic Audit was reviewed extensively in Step 3 of this application. As noted in that section, many of the recommendations are still needs for Forrest Jr. High as full or even partial implementation of the recommendations made have not begun. This is due in part to the change in leadership at the district and school level. They have had three administrators in the past three years.

Technology/Media Center

A technology audit was conducted to determine the state of technology at Forrest City Jr. High. The following was noted:

On the Forrest City Junior High campus, wireless access is reportedly unreliable campus-wide. In the 20 core classrooms (English, math, science, and history), 20 out of 20 teachers have desktop computers that are in working order. There are 25 additional computers in the building being used by administration , support staff and teachers of non core courses. There are 176 student computers which includes a lab and one classroom mobile lab. No other technology is available for student use. Twenty of the 176 computers are inoperable and beyond repair. The Lab computers can only be used for designated reading programs and students are scheduled in the lab at various times during the day. Additionally, there are 37 Smartboards located in the classrooms.

The Forrest City Jr. High campus maintains a media center. It houses the majority of current juvenile nonfiction for the school; it also houses a small computer area of 12 computers. There is no Smartboard available in this space.

All computers at Forrest City Junior High are a minimum of 5 years old.

Classroom Walk-Throughs and Focused Walks

A total of 216 CWTs have been conducted to date this year. Classroom Walkthroughs collected by administration, district leadership, instructional facilitators, and E2E Specialists indicate that the objective is evident to the student 85% of the time and on target for the grade level 85% of the time.The instructional practice observed most often is the teacher providing directions and instruction and teacher directed question and answer. Whole group instruction was observed 55% of the time. The research-based strategy used most often by the teacher is reinforcing effort/recognition and setting objectives and providing feedback. The research-based strategy utilized most often bu the student was recorded as homework/practice and summarizing and note-taking. Only 13% of the time was it noted that students were working with hands on materials.

The level of Bloom's Taxonomy recorded most often was recall and comprehension. Students were recorded as highly engaged 4% of the time.

Also noted during Classroom Walkthroughs was that materials are not available for student use in the classroom, the primary mode of instruction is textbook and lecture and technology is not used to enhance instructional delivery. It was also noted that classroom libraries are non-existent or limited and according to interviews conducted with teachers, the classrooms are in need of basic supplies.

Statewide Information System Reports

The Dropouts and Withdrawals report indicates that as of the third cycle reporting for the 2011-2012 school term, 4 student have dropped out or withdrew for other reasons. Additionally, 41 students have left Forrest City Jr. High to enroll in another school. So far this year, 45 students have dropped out or withdrawn from Forrest City Jr. High.
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AYP Report

Forrest City Junior High has a 2011 AYP Status designation of State Directed (SD-7). Standards were not met for Mathematics or Literacy. Standards were met for attendance as well as the percent of students tested. Safe Harbor was not met for math or literacy for any of the subgroups. Growth was not met for any of the subgroups for math or literacy. The required percent of students was tested in literacy and math for all subgroups. The Overall Math Status is list as SI_8 and the Overall Literacy status is listed as SI_8 on the 2011 Arkansas Adequate Yearly Progress: School Improvement report.

ACSIP

A review of the ACSIP reveals a variety of activities aimed at increasing student achievement in literacy and math. Teachers report being informed of the contents, but not being involved in the development or revision of the plan. The plan contains a number of actions that indicate they were not implemented at all or as intended. Leadership follow through and accountability for implementation of ACSIP actions aimed at increasing student achievement and improving teacher practice has been limited.

The additional data reviewed as explained above indicates that assistance is needed in establishing structures and support for leadership and staff to improve student achievement. Actions plans must be put in place, supported and monitored. Leadership and staff need support and assistance in implementing a Plan, Do, Check, Act process. The school's overall strategic plan for improvement should include a regular pattern of data analysis, curriculum design and delivery, staff goal-setting and evaluation, provision of student services and support services, and classroom instruction, occurring in a continuous cycle.

School improvement is not a separate activity: It is built into the work process.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

1. The Arkansas Department of Education will use the following to evaluate LEA's capacity or lack of capacity to serve all schools. Please answer each question. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives?

   Yes, corrective action was addressed during the 2008-200 school year as grant funds were sought and obtained through Foundation of the MidSouth to contract with Elbow 2 Elbow Educational Consulting to assist principals, instructional facilitators, and instructional staff on best classroom practices and assistance with data analysis. During this time improvements were note in Benchmark scores in math and literacy. Some of the curriculum and structural changes made during this time period are still in effect.

   The school board and administration began a restructuring plan during the 2009-2010 school year. Specifically, the Arkansas Department of Education conducted a review of the Forrest City Jr. High School and through that review, the school received the state's Comprehensive Turnaround Model implemented by America's Choice. The school received intensive professional development, research-based strategies, and technical assistance throughout the school year, beginning in July 2009. The district has implemented America's Choice as a district-wide initiative. Achievement gains have not been realized since the implementation of this model.

   Other initiatives that began after a scholastic audit during the 2009-2010 school year include providing common planning time and the creation of Professional Learning Communities. The principal, in place at the time of the Scholastic Audit, was reasigned in 2010-11 and the assistant principal assumed the role as principal. This principal became ill and a new principal was hired beginning the 2011-2012 school year.

2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.

   The District Office staff is capable and committed to supporting the transformation efforts. The staff is experienced, and it possesses the expertise to advise and assist principals and teachers throughout the process. The present superintendent has resigned effective June 30, 2012 and has been replaced with an interim superintendent that has worked in the Forrest City School District as Deputy

Superintendent for the past four years. The new administration has been directly involved in the school improvement process of the district and recognizes the need for continous support for capacity building in order to lead Forrest City Jr. High out of school improvement. The school board has displayed a commitment to improving teacher quality as evidenced by the adoption of the Evaluation and Professional Growth Comprehensive Assessment Plan for teacher and administrator evaluation model.

3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?

The Forrest City School District has provided limited support through a school improvement specialist at the Forrest City Jr. High School. During the 2009-2010 school year a school improvement specialist was not hired because the principal that had been in the school during the entire time of increasing school improvement status retired. As a strategy to improve leadership in the school for 2011-2012 school year, a school improvement specialist was hired to provide additional leadership and instructional one-on-one, job embedded professional development with the principal for 34 days. The LEA has been supportive of these efforts.

4. Is there evidence that the LEA has required specific school improvement initiatives of all schools?

Under the current administration, there has been a systemic approach for school improvement. The district and school administration has taken steps to improve the conditions at Forrest City Jr. High to be more conducive to learning. The district has continued to contract with America's Choice to provide the school with intensive job-embedded professional development, research-based strategies, and technical assistance. The school has a literacy coach and a math coach to work with teachers on best practices and provide support.

5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.

 The Forrest City School District Board of Education is committed to school improvement initiatives and their role as a policy-making board. Since the current superintendent is resigning effective June 30, 2012, the district's Local Board of Education voted to replace the superintendent with an interim superintendent that has worked in the Forrest City School District for 30 years and as Deputy Superintendent for the past four years. This decision was made in order to provide a smooth transition when the current superintendent leaves the position on June 30, 2012. The new interim superintendent has been directly involved in the school improvement process of the district and recognizes the need for continous support for capacity building in order to lead the Forrest City Jr. High School to the level of exemplary performance. The current Jr. High School Principal is completing his first year as principal.

6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each Tier I school.

   Forrest City Jr. High School has been extremely successful in acquiring bright, energetic, new teachers by partnering with Teach for America. Local recruitment efforts include attending job fairs at four year institutions that graduate quality education majors. The district has selected Elbow2Elbow Educational Consulting to provide extensive job embedded professional development to teachers and administrators to build capacity for continued improvement. The district is committed to providing the follow-through necessary to ensure the plans developed and outlined in this application are followed by all parties.

7. Review the history of the LEA's use of state and federal funds.

   Forrest City School District has been designated as being in fiscal distress for the past two years. As a district in fiscal distress the Arkansas Department of Education has provided deliberate and controlled oversight for all expenditures during this two year period. The Arkansas Department of Education has developed rules for approval of all invoices and contracts that results in the acquisition of debt that the district must follow. As part of these rules all debt requests must be approved in advance before the Forrest City School District could actually incur the debt or enter into a contract. After the Arkansas Department of Education has approved the request then and only then Forrest City School District expend the dollars or enter into a contract. The Forrest City School District, while being released from the fiscal distress designation essentially is still following these rules internally.

   Under Arkansas State Standards Forrest City School District provides personnel, facilities, transportation and food services that comprise those services required to provide an appropriate public education. The Forrest City School District budgets a portion of it Title I, NSLA, Title IIA, Professional Development and Title IV state dollars. Following is a summary of specific funds designated to Forrest City Jr. High:

   Title I dollars that supports personnel, materials and supplies and professional development of $301,114

   Professional Development funds in the amount of $70,000 for specialized leadership models.

   NSLA funds that provide materials and supplies for science, social studies, library media and professional workshops. $35,509

   Special grants that support literacy and math professional development of $90,000.

   Total: $496,623

8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.

   The Forrest City School District acknowledges the fact that they were designated as a school in fiscal distress from December 14, 2009 to April 9, 2012 and that it will take a lot of hard work to continue to become financially stable. With that in mind, the district administration will continue to meet Arkansas State Standards for Accreditation while utilizing all available resources to support this application. The ACSIP funds are available and allocated to the school and will be utilized to support the instructional program and the model as outlined.

9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

   Unacceptable scores in student achievement and staff not maintaining a high level of expectations for self and students are the largest barriers to the district's capacity to serve Forrest City Jr. High School. Research indicates that these two barriers can be addressed and removed with an effective supported plan of intervention.

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in which the LEA can manage the intervention and sustainability.
The consultation will include but will not be limited to the following:
1. ADE will review the findings and collaborate with the LEA to determine what support it needs from the ADE.
2. The ADE will offer technical assistance where needed and request written clarification of application and an opportunity for the LEA to amend the application to support the claim.
3. If the LEA chooses not to submit requested clarification or an amended application then the LEA may re-apply for the SIG grant in the next funding cycle.

Step 1 - Selecting the Intervention Model and Partners for a Low-Achieving School

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

1. State statutes and policies that address transformation, limit it, create barriers to it, or provide support for it and how:

Arkansas Statute Act 35 supports transformation by: addressing academic standards, assessment, accountability, student performance expectations, and professional development. Through Act 1467, support is provided for districts/schools in fiscal, academic or facilities distress. Arkansas Department of Education standards for accreditation supports and intervenes as necessary to ensure schools meet state accreditation standards.

Arkansas State Statute has created a barrier that must be taken into consideration. That Statute ensures a teacher uninterrupted planning time that in practice has been used as a period free from students and teaching. E2E Specialists working with building leadership will address a climate change to ensure that this important uninterrupted time is used for planning for effective instruction as allowed by the Statute.

2. District policies that address transformation, limit it, create barriers to it, or provide support for it and how:

No existing policy would hinder implementation of the transformation model. The school district board adopted vision and mission statements support the transformation model and increased student achievement.

3. District contractual agreements, including collective bargaining, that affect transformation and how:

None exist

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiative dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

1. State statutes and policies that address turnaround, limit it, create barriers to it, or provide support for it and how:

The Teacher Fair Dismissal Act requires that teachers be notified on or before May 1 for non-renewal or dismissal. Due process is required.

2. District policies that address turnaround, limit it, create barriers to it, or provide support for it and how:

School District Board Policy follows the Arkansas Teacher Fair Dismissal Act which only allows a district to terminate a teacher for "just cause" . Dismissing 50% of the staff and the administrator as a predetermined model would not be a lawful and legal action according to Arkansas Teacher Fair Dismissal.

3. District contractual agreements, including collective bargaining, that affect turnaround and how:

None exist at this time.

Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter Schools

1. State statutes and policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how:

A state statute limits the number of charter schools in Arkansas. Funding is available and an application process is provided. Technical support is available throught the Arkansas Department of Education.

2. District policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how:

No district policies address the formation of, limit, or create barriers to charter schools.

The Forrest City School District currently has one conversion charter in the district, Lincoln Academy of Excellence.

3. District contractual agreements, including collective bargaining, that affect the formation of charter schools and how:

No district contractual agreements, including collective bargaining , affect the formation of charter schools

Education Management Organizations

1. State statutes and policies that address district contracts with EMOs to operate schools , limit them, create barriers to them, or provide support for them and how:

We are aware of no statutes or policies that specifically address or interfere with district contracts with EMOs except for the limitation on charters.

2. District policies that address district contracts with EMOs to operate schools , limit them, create barriers to them, or provide support for them and how:

No district policies that address contracts with EMOs exist

3. District contractual agreements, including collective bargaining, that affect district contracts with EMOs to operate schools, limit them, create barriers to them, or provide support for them and how:

None exist.

Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

1. State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how:

   No state statutes exist that limit a district's ability to close a school.

2. District policies that address school closures, limit them, create barriers to them, or provide support for them and how:

   No district policies limiting the Superintendent/Board of Education's ability to close a school exist in the Forrest City School District.

3. District contractual agreements, including collective bargaining, that affect school closures, limit them, create barriers to them, or provide support for them and how:

   No district contractual agreements that limit the Superintendent/Board of Education's ability to close a school exist in the Forrest City School District.

4. Higher achieving schools available to receive students and number of students that could be accepted at each school:

   There are no available higher achieving schools in Forrest City.

Step 2: Develop Profiles of Available Partners

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Transformation
The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiative dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Elbow2Elbow Educational Consulting (E2E)	Y	N	Consulting, Job Embedded Professional Development, School Improvement Specialist	A February 7, 2012 report from the Bureau of Legislative Research confirms E2E's proven record of success in Eastern Arkansas schools, in improving administrator/ teacher practices resulting in increases in student proficiency rates on Benchmark and EOC exams. (Public Schools)
Office of Educational Policy	N	Y	Technical Assistance for Performance Pay Component	Experience in development and implementation of Differential Pay for Performance Plans in Arkansas Public Schools. (Public Schools)
Great Rivers Education Cooperative	N	Y	Professional Development, Technology Support	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public

				Schools)
Parent Association and Community Partners	N	Y	Varied forms of support from parents and community	Research supports parental and community involvement in schools
Forrest City District Central Office	N	Y	District professional development and support; progress monitoring	Increased teacher/administrator growth and implementation of best practices

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Elbow2Elbow Educational Consulting (E2E)	Y	N	Consulting, Job Embedded Professional Development, School Improvement SpecialisT	A February 7, 2012 report from the Bureau of Legislative Research confirms E2E's proven record of success in Eastern Arkansas schools, in improving administrator/ teacher practices resulting in increases in student proficiency rates on Benchmark and EOC exams. (Public Schools)
Office of Educational Policy	N	Y	Technical Assistance for Performance Pay Component	Experience in development and implementation of Differential Pay for Performance Plans in Arkansas Public Schools. (Public Schools)
Great Rivers Education Cooperative	N	Y	Professional Development, Technology Support	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools)
Parent Association and Community Partners	N	Y	Varied forms of support from parents and community	Research supports parental and community involvement in schools
Forrest City District Office	N	Y	District professional	Increased teacher/administrator growth

			development and support; progress monitoring	and implementation of best practices

Restart
The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Department of Education	N	N	Technical Assistance	There are currently a number of charter schools operating in the state
Forrest City School District	Y	N	Application process, funding, board policy revision, administration	None

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Edison Schools	Y	N	School Operation	Experience operating public schools across the country

Closure
The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Department of Education	Y	N	Technical Assistance	Past Closures

Step 3: Determine Best-Fit Model and Partners

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school given the existing capacity in the school and the district? There is no "correct" or "formulaic" answer to this question. Rather, relative degrees of performance and capacity should guide decision-making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. The checks indicate that if this characteristic is present, the respective intervention model could be an option.

Characteristics of Performance and capacity				
	Intervention Model			
Characteristic	Turnaround	Transformational	Restart	Closure
School Performance				
☐ All students experience low achievement/graduation rates.	✓		✓	✓
☐ Select sub-groups of students experiencing low-performance		✓		
☐ Students experiencing low-achievement in all core subject areas	✓		✓	✓
☐ Students experience low-achievement in only select subject areas		✓		
School Capacity				
☐ Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
☐ Evidence of pockets of strong instructional staff capacity		✓		
☐ Evidence of limited staff capacity	✓		✓	✓
☐ Evidence of negative school culture	✓		✓	✓
☐ History of chronic-low-achievement	✓		✓	✓
☐ Physical plant deficiencies				✓
☐ Evidence of response to prior reform efforts	✓	✓		
District Capacity				
☐ Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
☐ Capacity to negotiate with external partners/provides			✓	
☐ Ability to extend operational autonomy to school	✓		✓	
☐ Strong charter school law			✓	
☐ Experience authorizing charter schools			✓	

	Col1	Col2	Col3	Col4
☐ Capacity to conduct rigorous charter/EMO selection process			✓	
☐ Capacity to exercise strong accountability for performance			✓	
Community Capacity				
☐ Strong community commitments to school	✓	✓	✓	
☐ Supply of external partners/providers			✓	
☐ Other higher performing schools in district				

1. Based on a the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school.

Best Fit Ranking of Intervention Models
A. Best Fit: __Transformation_____

B. Second Best Fit: _Turnaround_____

C. Third Best Fit: _Restart_____

D. Fourth Best Fit: ___Closure_____

2. Now answer the questions below only for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

The Transformation Model
1. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

A new principal was recruited for Forrest Ciy Jr. High during the Fall of 2011. Applicants were interviewed by a district and school committee and recommended for hire to the Board of Education by the Superintendent of Schools. Documentation of prior success in increasing student achievement was an expectation of the applicant. The applicant was expected to demonstrate, to a high degree, all competencies of the Interstate School

Leaders Licensure Consortium Standards including the ability to: create a positive school climate, communicate/collaborate with parents and community partners, demonstrate a vision of success for the school, and exhibit high standards for staff and students. The principal was to have the knowledge, ability, and the iniative to lead the staff in Common Core implementation and support teachers as they improve their instructional practices as well as practices in classroom management. An expectation was that the new leader must realize the importance of using data to inform instruction. Since improving parental and community involvement is crucial at Forrest City Jr. High, the new leader was expected to have experience in building solid relationships with these two groups. Positive changes at Forrest City Jr. High are occuring under his leadership.

2. How will the LEA enable the new leader to make strategic staff replacements?

The district will collaborate with and support the principal in making necessary changes to ensure that highly qualified staff are assigned to Forrest City Jr. High. The principal will have decision making authority relative to staff assignments. Support for the principal will be provided in implementation of the Forrest City Teacher Evaluation System and the Arkansas Teacher Fair Dismissal Act. Staff changes will be made as necessary to assure full implementation of the Arkansas Smart Accountability plan. In accordance with this plan, replacing all or most of the school staff is noted as a possible action for restructuring for schools in Whole School Intensive Year 5 and beyond.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

The LEA is capable and committed to support the transformation efforts at Forrest City Jr. High School. The institutional knowledge the newly hired superintendent will bring with her will benefit this process of transformation as she has been in the district for 30 years and served as Deputy Superintendent for the past four years. She has currently been named Interim Superintendent. The district improvement plan allocates time and resources to improving student achievement at Forrest City Jr. High. District staff and leadership recognize their role in supporting the strategies as outlined in the application. The district staff is committed to monitor and support for full implementation of the model chosen. A District Instructional Facilitator will work closely with providers to ensure consistency with district initiatives and provide support as needed for full implementation of activities as outlined.

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

All decisions made will focus on what is best for the students at Forrest City Jr. High. Decisions by the LEA and district staff regarding budgeting, staffing, and scheduling will be made considering the effect the decisions would have on student achievement; the decisions will be supported by the appropriate partner. The principal will be expected to work with the external providers, staff members, parents and community partners to foster a healthy learning environment that meets the unique needs of the students served. Decisions regarding best use of time, staff, facilities, as well as the development of student support programs will be the responsibility of the school leadership.

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The district office will support the building leader in implementation of SIG activities. The changes for transformation have been identified. Job-embedded professional development will be provided to implement the model requirements for supporting the leader as he builds the capacity of the school leadership team and staff at Forrest City Jr. High as they implement best practices. Establishing a climate of high expectations for everyone to include frequent monitoring of progress and making midcourse corrections as needed will occur. Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and the creation of a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?

 All teachers are required to participate in professional development which includes collaboration with building Specialists. The district office staff, to include the Superintendent, does classroom walkthroughs monthly. Feedback is provided to the School Leadership Team following the site visit. Emerging leaders are identified through the CWT process, Leadership Team meeting participation, and regular presentations to the Board of Education regarding building level practices.

2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

 A new principal will be interviewed by a district and school committee and contracted by the superintendent. Documentation of prior success in increasing student achievement would be an expectation of the applicant. The applicant would be expected to demonstrate to a high degree all competencies of the Interstate School Leaders Licensure Consortium Standards including the ability to: create a positive school climate, communicate/collaborate with parents and community partners, demonstrate a vision of success for the school, and exhibit high standards for staff and students.

3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?

The district staff would participate with the principal in screening and interviewing potential applicants. Exemplary staff that possess the qualifications to support activities necessary to significantly improve student achievement would be considered for employment.

4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?

The building principal and a district office interview team would conduct interviews and recommend staff for hire. Vacancies would be posted and best candidates for the positions would be hired. Teachers not selected to remain at the school could apply for positions in other schools within the district.

5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?

The Forrest City School District does not participate in collective bargaining.

6. What supports will be provided to staff selected for re-assignment to other schools?

Teachers would be given additional professional development and support would be provided from current Instructional Facilitators at the receiving school site.

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

There are negative budgetary implications of retaining additional staff. This action of retaining surplus staff has caused school districts across the state to be designated in fiscal distress. Forrest City School District was just released, April 2012, from status of being a district in fiscal distress.

8. What is the LEA's own capacity to conduct and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

The Arkansas Department of Education has an approved list of Turnaround partners. The district has personnel on staff that could assist should the model be selected.

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

The principal will have increased flexibility and decision making authority as to how state and local funds are spent. Additionally, the principal will collaborate with the district office staff on the assignment/reassignment of staff with the principal making the final decision. Collaboration between school and district leadership on scheduling will occur and will be developed so as to support school Turnaround initiatives.

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The district office staff will support the principal in making the necessary changes in operational practice. The principal will have increased decision making authority relative to the improvement of classroom instruction. Establishing a climate of high expectations for everyone to include frequent monitoring of progress and making midcourse corrections as needed will occur. Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and creating a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?

2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.

3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?

4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?

5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

7. What role will the LEA play to support the restart and potentially provide some centralized services (e.g., human resources, transportation, special education, and related services)?

8. What assistance will the LEA need from the SEA?

9. How will the LEA hold the charter governing board, CMO, or EMO accountable for specified performance benchmarks?

10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met and are the specifics for dissolution of the charter school outlined in the charter or management contract?

School Closure Model

1. What are the metrics to identify schools to be closed?

2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?

3. How will the students and their families be supported by the LEA through the re-enrollment process?

4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?

5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?

6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?

8. What supports will be provided to recipient schools if current staff members are reassigned?

9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?

10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

11. How will the LEA track student progress in the recipient schools?

12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?

13. How does school closure fit within the LEA's overall reform efforts?

Step 4: Define Roles and Develop Contracts

1. Briefly describe the role of each of the following groups or partners relative to the implementation of the intervention model.

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	ADE - Provide technical assistance and professional development opportunities as well as monitoring and assistance with ACSIP.
Local Education Agency	District will create and implement a SIG Support Team, Provide support for grant management; financial and budget issues; and contractual issues. Provide support for Lead and Supporting Partners.
Internal Partner (LEA staff)	Support all SIG activities. Provide staff and resources for successful implementation of SIG activities.
Lead Partner	Elbow2Elbow - Provide job-embedded professional development to staff and school leadership for implementation of SIG activities. A contract will be developed between the Forrest City School District and E2E, to include Benchmarks and deliverables, upon notice of grant funding.
Support Partner	Office of Education Policy - Differential Pay for Performance component of the SIG. A contract will be developed with the Office of Education Policy, to include Benchmarks and deliverables, upon notice of grant funding.
Support Partner	Great Rivers Education Cooperative - provide technical assistance for technology and professional development to staff members. A contract will be issued with the Great Rivers Education Cooperative to provide a person on site to be dedicated to the campus for technology integration support.
Principal	Provide leadership for SIG implementation, Participate in Leadership Training provided by Great Rivers Education Cooperative, and serve as the instructional leader of the school working in cooperation with the external provider to increase

	student achievement.
School Staff	Support implementation of all SIG activities. Implementation of ACSIP, participation in job-embedded professional development and collaboration
Parents and Community	Attend parent scheduled sessions; participate in student led conferences; initiate communication with administrators and staff; support the overall academic program of the school

2. Determine the performance expectations for the lead partner and supporting partners, with quarterly benchmarks.

Note: Developing performance expectations and benchmarks to include in the contract with each partner is one of the LEA's most important responsibilities. Please see the links to web resources at the back of the application to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Onsite, job-embedded professional development and support will be provided for 330 days during the 2012-2013 school year for Common Core implementation and full utilzation of research based practices necessary for school improvement to occur.

School Improvement Support:
1) Leadership Support for the principal and school leadership team- (School Improvement Specialist) 100 days
2) Job embedded professional development and support for Literacy teachers for 90 days
3) Job embedded professional development and support for Math teachers 50 days
4) Job embedded professional development and support for Special Education teachers 45 days
5) Job embedded professional development and support for Science and History/Social Studies teachers 45 days

II. Great Rivers Education Cooperative

1) Professional Development and support on identified needs
2) Technology Support and integration personnel

III. Office of Education Policy

1) Development of Differential Pay for Performance Component
2) Training for district leadership and Forrest City Jr. High staff on Differential Pay for Performance

Benchmarks outlined by quarter for each Lead and Supporting partner as listed below.

1st Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

* 25% of the technical assistance completed
* Assisted with implementation of the Arkansas' Smart Accountability Plan and ACSIP
* Data from interim assessments analyzed and data walls created
* Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum with agendas and minutes
* Technical assistance in effective instructional leadership practices provided to building administrator
* Technical assistance provided in the correct and complete implementation of Classroom Walk-Through to include daily walkthroughs
* Action plans created for specific areas of improvement based on identified teacher and student needs
* Weekly PLCs with agendas and minutes
* Assisted with initial staff training on appraisal system and performance pay component completed with agendas and minutes of training sessions
* Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus maintained
* Discipline committee created and school plan developed
* Secured bids on classroom sets of books, mobile labs and iPads
* Assessed current state of technology and begin repairs, wiring, and installation of software
* Planned parental involvement/engagement sessions
* Completed New Teacher Orientation for teachers new to Forrest City Jr. High
* Assessed the needs of basic supplies needed for mathematics and literacy instruction and placed order

Literacy/Mathematics/Science/Social Studies Support

*25% of the technical assistance completed
* Evaluated present literacy and mathematics curriculum and determined degree of vertical and horizontal alignment.
* Identified curriculum gaps and overlaps in present curriculum and determined approach to ensure vertical and horizontal alignment
*Strategically used the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
* Analyzed instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices in use
*Monitored and supported student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year.

* Assessed current use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
* Introduced learning activities that require students to complete assessment tasks that mirror Common Core State Standards
* Established classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
* Modeled High Yield strategies in classrooms and PLCs; share useful strategies as needed by teachers with emphasis on needed skills/concepts
* Evaluated classroom assessments for rigor
* Assisted teachers and Literacy and Math Coaches in using Common Core State Standards and supplementary resources to create assessments
* Provided teachers with performance feedback after classroom observations and modeled strategies they incorporate in the classroom
* Analyzed student data from formative assessments including both teacher-created and district-created tests; provided instruction on planning for reteaching and remediation according to data
* Train first cohort of students and teachers in student-led conference process
* Classroom Libraries - Completed elements: inventories of current novels; novel lists compiled and ordered per grade level based Common Core State Standards
* Periodicals: Inventory current subscriptions; research possibilities for all disciplines: interest surveys of students/faculty/administration complete

Special Education Support

*25% of the technical assistance completed
* Established processes and procedures for special services teachers to support benchmark readiness for special services students
* Established processes and procedures for timely and accurate completion of portfolio assessments for special services students
* IEP committee convened to conduct a review of IEPs to determine appropriate placement, necessary revisions made, modifications provided to teachers
* Reviewed delivery model for inclusion/co-teaching to ensure effective implementation

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

* Assisted Forrest City School District Technology Coordinator as requested with techncials assistance needs at Forrest City Jr. High
* Supported teachers integrating technology to enhance instruction

* Technology: iPad training complete for core area teachers; Kindle
  downloaded; procedures for applications designed, documentation determined,
  implementation guidelines completed

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

* Initial Forrest City Jr. High staff meeting conducted to review components of
Differential Pay for Performance component of SIG based on student achievement
and administrator/ teacher evaluations
* Timelines for collection of student and teacher data established with Forrest City
School District Superintendent
* Provide technical assistance in creating teacher report cards.
* Develop year end growth goals with school staff

2nd Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

* 50% of the technical assistance completed
* Assisted with implementation of the Arkansas Smart Accountability Plan and ACSIP
* Data from interim assessments analyzed and data walls updated
* Weekly Leadership meetings scheduled to focus on data, instructional delivery
practices, student work and curriculum with agendas and minutes
* Technical assistance in effective instructional leadership practices provided to
building administrator
* Technical assistance in the correct and complete implementation of Classroom-
Walk-Through to include daily walkthroughs
* School Leadership Action Plans created for specific areas of improvement based on
identified teacher/student needs are updated to reflect current needs
* Weekly PLCs with agendas and minutes
* Continue staff training on appraisal system and performance pay component to
include agendas and minutes of training sessions
* Weekly classroom observations completed to include reflection conferences with
teachers - weekly log of conferences to include areas of focus
* Discipline plan monitored by committee to include feedback from teachers and
students with adjustments made as needs determine
* Technology walkthroughs conducted to assess technology integration in lesson
delivery

Literacy/Mathematics/Science/Social Studies Support

* 50% of the technical assistance completed
* Assisted teachers in the development of lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning in every classroom
* Monitored strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
* Provided job-embedded professional development (modeling in classrooms and one- on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices
* Provided varied student-centered instructional practices and individualized student plans to promote mastery learning in each classroom
* Facilitated professional development and coaching to address use of high yield instructional strategies, techniques addressing various learning styles, higher-order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
* Provided feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror Common Core State Standards
* Monitored classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
* Student-Led Conferences held and additional students/teachers trained
* Classroom Libraries: New novels coded and available to students; documentation for novel checkout procedures designed
* Periodicals: Subscriptions completed, received, available to students/ faculty; research possibilities for all disciplines: interest surveys of students/faculty/administration complete

Special Education Support

* 50% of the technical assistance completed
* Monitored processes and procedures for special services teachers to support benchmark readiness for special services students
* Monitored processes and procedures for timely and accurate completion of portfolio assessments for special services students
* Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special services students
* Reviewed delivery model for inclusion/coteaching to ensure effective implementation

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

* Assisted Forrest City School District Technology Coordinator as requested with technical assistance needs at Forrest City Jr. High
* Supported teachers integrating technology to enhance instruction
* Technology: iPad usage data analyzed; Kindle usage data analyzed; next steps designed for spring semester

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

*Collected student and teacher data available to prepare for calculating Differential Pay for Performance once student test scores arrive

3rd Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

* 75% of the technical assistance completed
* Assisted with implementation of the Arkansas' Smart Accountability Plan and ACSIP
* Data from interim assessments analyzed and data walls updated
* Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum to include agendas and minutes
* Technical assistance in effective instructional leadership practices provided to building administrator
* Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
* School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
* Weekly PLCs with agendas and minutes
* Continued staff training on appraisal system and performance pay component to include agendas and minutes of training sessions
* Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
* Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine

Literacy/Mathematics/Science/Social Studies Support

* 75% of the technical assistance completed
* Monitored the use of instructional calendars, lesson plans, and individual student plans

* Increased development and implementation of creative approaches to instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices
*Monitored strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
*Facilitated professional development to include PLCs and provided job-embedded coaching to address use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, and multiple intelligences, and effectiveness of data disaggregation
* Provided feedback and additional instruction to teachers as teachers used authentic assessments and rubrics to complete assessment tasks that mirror Common Core Sate Standards
* Provided techniques for electronically sharing of lesson plans, curriculum maps, Common Core model units and sample strategies
* Student-Led Conferences held and additional students/teachers trained
 * Periodicals: Usage documentation created; usage data reviewed; determined needs based on data

Special Education Support

* 75% of the technical assistance completed
*Monitored and supported special services teachers in the implementation of processes and procedures for special services teachers to support benchmark readiness for special services students.
* Monitored and supported special services teachers in the implementation of processes and procedures for timely and accurate completion of portfolio assessments for special services students.
* Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special needs students.
* Reviewed delivery model for inclusion/coteaching to ensure effective implementation

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

* Assisted Forrest City School District Technology Coordinator as requested with needs at Forrest City Jr. High
* Supported teachers integrating technology to enhance instruction
* Technology: additional applications researched; lessons designed using new applications

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

* Meet with Superintendent and School Leadership to review final process in calculating Differential Pay for Performance.
* Analyze and disseminate mid-year data to teachers
* Conducted meeting with all Forrest City Jr. High staff regarding Differential Pay for Performance Component and year end process

4th Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

* 100% of the technical assistance completed
* Assisted with implementation of the Arkansas' Smart Accountability Plan and ACSIP
* Data from interim assessments analyzed and data walls updated
*Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum to include agendas and minutes
* Technical assistance in effective instructional leadership practices provided to building administrator
*Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
* School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
*Weekly PLCs with agendas and minutes
*Continue staff training on appraisal system and performance pay component to include agendas and minutes of training sessions
*Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
*Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine

Literacy/Mathematics/Science/Social Studies Support

* 100% of the technical assistance completed
* Increased development and implementation of creative approaches to instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices

* Evaluated strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
* Provided one-on-one feedback to address use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
* Paralleled data analysis, authentic assessments, and rubric application to hone assessment tasks that mirror Common Core Standards.
*Evaluated effectiveness of techniques for electronically sharing of lesson plans, curriculum maps, Common Core units, and sample strategies and determined next steps in the process.
* Student-Led Conferences held and additional students trained
* Classroom Libraries: Analyzed effectiveness of procedures, availability of novels, impact on student reading scores; novel needs determined; order placed for next school year
* Periodicals: Usage documentation completed; usage data reviewed; needs determined based on data; orders placed for next school year

Special Education Support

* 100% of the technical assistance completed
*Monitored and supported special services teachers in the implementation of processes and procedures for special services teachers to support benchmark readiness for special services students.
* Monitored and supported special services teachers in the implementation of processes and procedures for timely and accurate completion of portfolio assessments for special services students.
* Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special needs students.
* Reviewed delivery model for inclusion/coteaching to ensure effective implementation

E2E Specialists will provide job-embedded professional development, demonstration lessons, resource evaluation and opportunities for continuous reflection, discussion, and processing of new learning throughout the 2012-2013 school year.

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

* Assisted Forrest City School District Technology Coordinator as requested with needs at Forrest City Jr. High
* Supported teachers integrating technology to enhance instruction

* Technology: Analysis of usage, effectiveness, and engagement; additional applications researched; lessons designed using new applications

III. Supporting Partner Performance Expectations: Office of Education Policy

Differential Pay for Performance

* Compute year end growth and bonus amounts based on selected measures.
* Complete evaluation of effectiveness of the program.
* Teacher report cards delivered as soon as assessment data from state is available

3. Describe how the LEA's will monitor implementation of the intervention model. Who will do what and when?

The Forrest City School District will implement a self evaluation of the goals and objectives to include the signed assurances of the SIG application.

The self evaluation will include the analysis of each subgroup population's summative and formative assessments data to determine impact of grant objectives. Summative data will include standardized assessments of student achievement compared to Forrest City Jr. High School's baseline data and needs assessment data; pre- and post- teacher evaluation ratings based on the Forrest City School District Teachers Evaluation Plan, and pre- and post- attitudinal surveys for teachers and students. Formative assessments will include interviews from PLC focus groups, classroom observations, lesson plan analysis and data from Interim Assessments.

Person Responsible: Joye Hughes, Interim Superintendent (named Interim for the 2012-2013 school)

The LEA (District and School) will monitor implementation of the intervention model using a systematic process to include:

Formation of a District School Improvement Team to include Superintendent, Principal/Asst. Principals, Federal Programs Director,Forrest City Jr. High School Instructional Math and Literacy Coaches, E2E Specialists, District Instructional Facilitator, District Test Coordinator and Project Manager. Monthly District School Improvement Team meetings will occur. Utilizing the Benchmarks, Proposed Activities and Timelines as outlined in the SIG application, the Project Manager will provide, at each monthly meeting, written reports of progress toward meeting established

outcomes for each Goal and Objective. A plan of action, relative to information reported, will be developed for implementation. Roles and responsibilities of the District School Improvement Team garnering additional resources and support to be provided at the district level and will include regular visitations to Forrest City Jr. High and direct participation in CWTs, PLCs, and School Leadership Team meetings. These roles and responsibilities for District Leadership Team members will be developed under the direction of the Superintendent of Schools.

E2E will submit agendas to the Superintendent, District Instructional Facilitator Forrest City Jr. High Principal/Assistant Principals, and Project Manager on Monday outlining weekly activities. E2E agendas are signed by school personnel at the end of the day. Since a debrief occurs at the end of each school visit where suggestions for administrator follow-up are given and the next visit is planned, the agendas merely serve as a reminder for the upcoming visit. Additionally, E2E Specialists will submit weekly written reports to the Superintendent and Project Manager outlining activities and challenges encountered the previous week.

The Project Manager will provide monthly updates relative to established Quarterly Benchmarks, proposed activities, and timelimes to the Board of Education. Throughout SIG implementation, the District School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation, which will allow for making mid-course corrections as needed.

Sign in sheets from professional development trainings will be kept on file in the principals office.

It is the expectation of the District Leadership that a transformation of Forrest City Jr. High will occur. To that end, the principal will be given reasonable authority to conduct activities necessary to meet that expectation.

This method of authenticated and scheduled progress monitoring of SIG activities will allow school and district leadership to make informed decisions regarding the district level of support needed for successful implementation of activities as outlined. Additionally, lack of commitment for improvement and unsatisfactory efforts towards improvement on the part of Forrest City Jr. High staff will be documented. Documentation will be used to make staff changes as necessary.
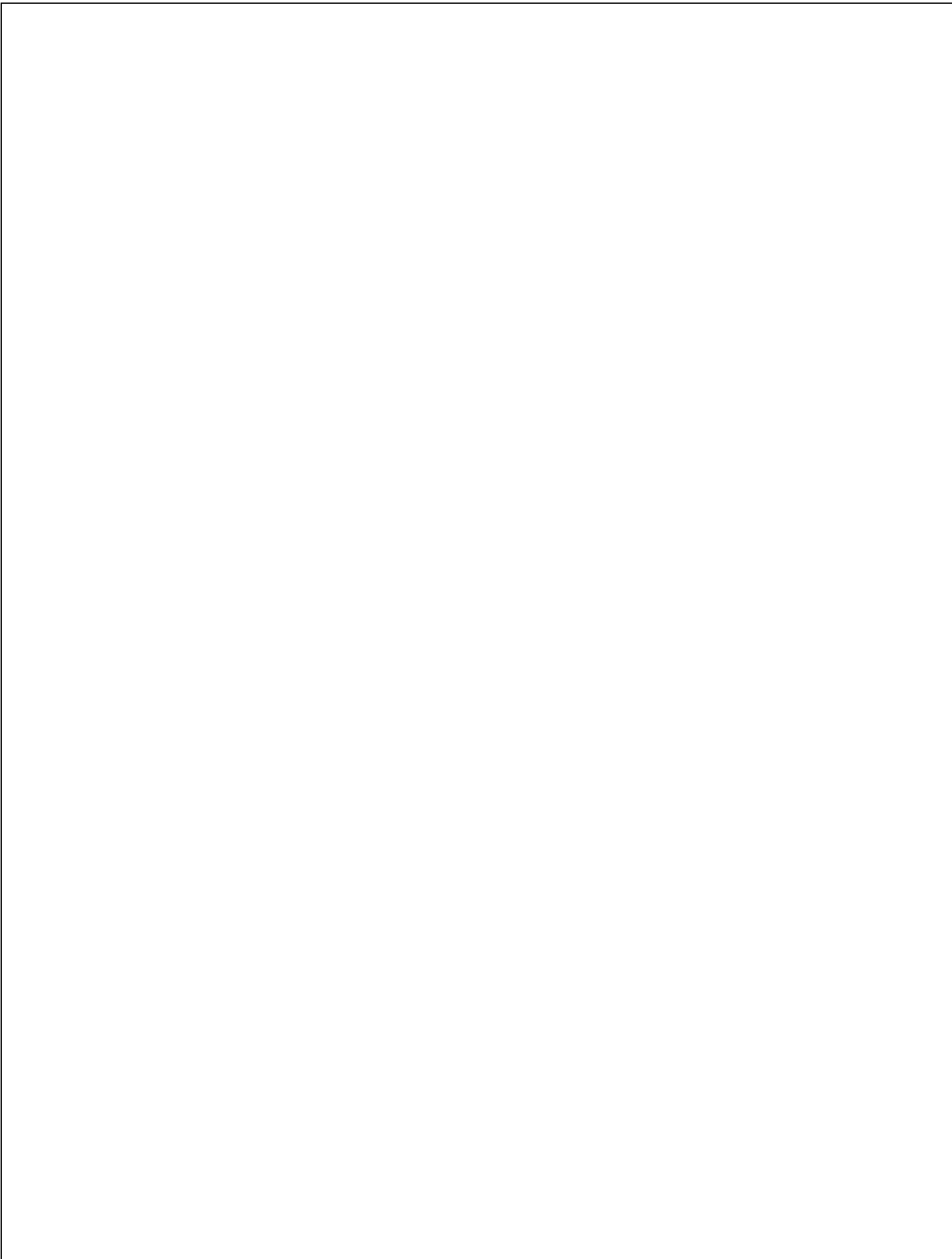
Step 5: Forge Working Relationships

Describe how the LEA will promote the working relationships among the groups and partners committed to this intervention—the state, the LEA, the lead partner, the support partners, the internal partner, the principal, school teams, and the parents and community.

The Forrest City School District and Forrest City Jr. High School will work cooperatively to establish a cohesive relationship among all groups and partners committed to this intervention. District leadership will assist with scheduling, providing locations, advertising, dissemination of documentation of meeting notes, and full disclosure of reports submitted to ADE. Two-way communication will be established for the purpose of sharing information, providing updates, reporting progress, and planning next steps. Regularly scheduled meetings between all partners will occur for this purpose thereby encouraging participation of community members, parents and stakeholders. An "open door" policy at school will be developed to encourage community members, parents and stakeholders to observe progress and participate as appropriate in SIG activities.

District and school leadership will promote working relationships among the groups and partners committed to this intervention. The school will monitor the implementation of actions as outlined in the ACSIP and work to ensure that funds available are spent in such a way as to enhance the agreed upon actions of the SIG and ACSIP.

District and school leadership will work closely with the state to ensure the ACSIP model is reflective of the activities of the school and includes input from staff in the development and revision of ACSIP. The LEA will seek assistance from the Arkansas Department of Education and the State Speciality Team as needs determine.

The principal is committed to working with the external provider and supporting partners to build capacity at all levels to include enhancement of his own leadership practices necessary to effectively lead school improvement efforts at Forrest City Jr. High.

School leadership will work with the lead and supporting partners to ensure that staff members are active participants in the school improvement efforts and the overall improvement of the instructional delivery system. Staff members will be expected to implement prescribed activities to ensure academic improvement of all students.

Additional effort will be put forth to involve all parents and community partners. Parents will be provided multiple opportunities to be involved/engaged in their child's education. A Parent Coordinator is proposed as a part of the SIG activities. We realize that parental involvement/engagement is lacking at Forrest City Jr. High and that efforts to increase involvement/engagement of parents has been limited. One of the most effective ways to do this is through implementation of student-led conferences to be held twice a year. Extensive training will be provided to leadership,

faculty and students to ensure success in this effort. Additionally, based on information shared by parents through parental involvement surveys and interactions with parents, six additional training sessions for parents will be scheduled throughout the year. In the Spring 2012 parent survey, parents indicated wanting parenting sessions on how to help with homework, alcohol and drug abuse prevention, study skills and Benchmark testing. In addition to the topics of interest of specific parent groups, detailed information will be shared relative to Common Core implementation, state testing and use of data as a means of improvement at Forrest City Jr. High. The Parent Coordinator will schedule and provide additional involvement/engagement opportunities for small groups of parents as needs determine. Effort will also be increased to create a positive relationship with local media outlets to present and publish positive newsworthy events for Forrest City Jr. High. The proposed Parent Coordinator is also being proposed for Forrest City Jr. High in the SIG application. It is the belief of the district that one person could serve both schools and that having the same person in the position would be a benefit in building relationships with parents.

School Leadership and the Lead Partner will meet with the St. Francis County Strategic Plan Education Goal Committee twice a year to report progress and ask for input on actions being taken to improve Forrest City Jr. High.

The Office of Education Policy will provide explanations and clarification to leadership and staff on development and implementation of the Differential Pay for Performance component of the SIG.

An effort will be made to established parent organizations and community organizations support will be solicited by the Parent Coordinator and district leadership. These partnerships will serve as a forum for disseminating information relative to progress toward meeting SIG goals and objectives.

To create an atmosphere of a true professional learning community willing to do whatever it takes to improve student achievement at Forrest Ciy Jr. High, all meetings held will include agendas with minutes that will be posted and shared with everyone in the school community so that all are aware of the progress toward meeting established objectives.   Leadership Team meetings will be a place where the vision and mission of Forrest City Jr. High "to make a difference in the middle by educating the whole child" becomes a reality.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Dr. Jerry Woods	Superintendent	Charlotte Hill	Social Worker
Joye Hughes	2012-2013 Interim Supt.	Bernice Word	School Counselor
Sandra Mills	Federal Programs Coordinator	Renee Calhoon	Consultant
Susan Berry	District Instructional Facilitator	Judy Locke	Teacher
Reginald Murphy	Principal	Lisa Chambers	Teacher
John Anderson	Assistant Principal	Karri Gregory	District Instructional Facilitator
Lisa Birmingham	Special Education Supervisor		
Angela Beard	Teacher		
Joey Moseley	Teacher		
Joan DiGaetano	Parent Coordinator		

Meetings

Location	Date	Location	Date
Forrest City District Administration Office	4/17/12	Forrest City Jr. High	4/27/12
Forrest City Jr. High	4/24/12	Forrest City School	5/1/12

			District Administration Office	
Forrest City Jr. High	4/25/12		Forrest City Jr. High	5/2/12
Forrest City Jr. High	4/26/12			

Step 7: Sustainability

Please tell how the LEA will continue the commitment to sustain reforms after the funding period ends.

The LEA plan for sustainability must be embedded in intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of the entire process. The application should include an identified mechanism for measuring and supporting capacity building of the local school board, central administration and building level administration; and a change in school culture to support the intervention implemented in the school or schools. Such mechanisms must include the use of formative evaluations to drive instruction and support the intervention; and may include differential pay for highly effective teachers. Sustainability must be addressed within the Implementation Plan.

The ADE will assess the LEA's commitment to sustaining reforms after the funding period ends by:
- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

Funds will be used to transform Forrest City Jr. High School and build capacity among its leadership and staff. At the end of the grant period, building levell leadership will have developed the leadership skills necessary to effectively continue improvement efforts. As PLCs will be established and fully functioning, the staff will have an increased understanding of the power of utilizing data from formand effective teaching strategies to increase student achievement. Throughout the grant period, teacher knowledge and skills, and support to incorporate improvement practices will be developed. This new knowledge and skill attainment will result in permanent changes in the design and delivery of instruction.

Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and the creation a culture of high expectations.

Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan.

The plan for improvement outlined in the grant provides a platform of support for leadership and teacher professional growth, instructional improvements, established systems of student support for increased achievement, and leadership responsibility. The plan will be embedded into the school's ACSIP which will serve as a roadmap for continued progress.

Following the outline of the plan with deliberate implementation and fidelity will build a foundation for sustained reform at the end of the grant funding period. The use of a Project Manager will allow for the monthly monitoring, ensuring the fidelity of the implementation of SIG activities making them day-to-day processes of school and system operations. Through these supports, the focus for improvement will remain laser-like even though changes may occur in the attrition of personnel.

The Forrest City School District already has in place a literacy coach and a math coach af Forrest City Jr. High that will be committed to supporting the SIG implementation. The Forrest City School District was just removed from fiscal distress and Forrest City Board of Education has enacted the RIF policy at the present time. The district administration feels the district will be more grounded financially at the end of the grant funding and is committed to maintaining the positions being requested in the SIG application utilizing district funds if available.

School level building leadership will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.

The Project Manager will provide written monthly updates relative to established Quarterly Benchmarks to the Superintendent and monthly reports to the Board of Education.Throughout SIG implementation, the District School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation, which will formulate mid-course corrections as needed. E2E Specialists will keep district leadership informed through a written report of progress submitted weekly.

Changing the culture at Forrest City Jr. High School to one of high expectations for leadership, staff and students will result in institutionalization of effective practices making them become routine and embedded in day-to-day operations. Forrest City Jr. High will become a place where success is the only option and all decisions made are based on what is best for students.

Since the main thrust of selecting E2E is to build capacity among existing school and district leadership and staff, the Forrest City School District will be able to continue improvement practices once funding ends. By working closely with district/school leadership.Best practices and support for school improvement will be sustained as implementation efforts not only continue at Forrest City Jr. High but other underperforming schools in the district.

It is not anticipated that, with the degree of support planned, and the capacity building approach, a need will exist for the full time Technology Support staff at the end of the grant period.

The Differential Pay for Performance component will be highly motivating to teachers and increase likelihood of full implementation of SIG activities, resulting in an increase in teacher effectiveness and student learning. This will ensure a true change in the culture, resulting in teachers not only having high expectations for students, but also for self and others. The changes needed will require the entire staff, classified and non classified, to embrace and implement those skills that demonstrate a commitment to high expectations for self, students, parents and community. At the end of the grant period, district administration and the Forrest City Board of Education is committed to continuing a Differential Pay for Performance utilizing available funds. Additionally, since dramatically improving teacher attendance will be an objective for the grant, and is a weighted component for the Differential Pay for Performance component of the grant, it is believed that the behavior of improved teacher attendance will extend beyond the grant period as the culture of the school changes to include high expectations for self and others, as well as a sense of urgency for improving student achievement.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

Please complete the following goal and objective pages for each Tier I, Tier II, and Tier III school being served.

Tier I- Forrest City Jr. High School

School Improvement Grant – Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 1 – To increase the percentage of students in all identifiable subgroups scoring proficient or above on Literacy and Mathematics Exams through the use of the Common Core State Standards based essential curriculum and implementation of best practices for instruction/assessment including the use of technology.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
To increase student achievement in reading and writing.

To increase student achievement in math and science. | -- At least 10% annual growth in the percentage of students scoring proficient or advanced on the state assessments.
-- At least 10% annual growth in the percentage of students scoring proficient or advanced on the state assessments. | Results of state assessments.

Documentation of teacher use of adopted pacing guides, curriculum resources and common assessments.

CWT documentation conducted by administrators | August, 2012

August, 2012

August, 2012 | June, 2013

June 2013

May 2013 | - Building Level Principal

- Building Level Principal, E2E Specialists
- Building Level Principal, E2E Specialists |

School Improvement Grant – Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 1 Con't - To increase the percentage of students in all identifiable subgroups scoring proficient or above on Literacy and Mathematics Exams through the use of the Common Core State Standards based essential curriculum and implementation of best practices for instruction/assessment including the use of technology.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
To increase student achievement in reading and writing. To increase student achievement in math and science. To fully implement professional development strategies for improvement provided by E2E.	-- At least 10% annual growth in the percentage of students scoring proficient or advanced on the state assessments. -- At least 10% annual growth in the percentage of students scoring proficient or advanced on the state assessments.	-- PLC agendas and minutes documenting a focus on teaching and learning to include: data analysis, teacher skill attainment of best practice, high yield strategies, effective lesson design and delivery, using data to inform instruction and identification of curriculum gaps and overlaps. -- E2E reports submitted weekly to District Leadership Team and principal.	August, 2012 August, 2012	May 2013 May 2013	Building Level Math and Literacy Instructional Facilitators E2E Instructional Specialists

School Improvement Grant – Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 2 – School leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrators and staff demonstrate high expectations for learning, discipline and attendance Building level administrators and staff demonstrates high expectations for learning, discipline and attendance	* Building level administrators, staff and stakeholders will develop a vision, mission and belief statements reflective of consistent interpretation of board policy and an embedded belief that all students can learn. ** PLCs meet weekly	A developed vision, mission and belief statements PLC meeting agendas indicate collaboration on lesson planning, strategies and shared decision making;	August, 2012 August 2012	Sept, 2012 May, 2013	Building principal Building Principal

School Improvement Grant – Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 2 Con't– School leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrators and staff demonstrates high expectations for learning, discipline and attendance	Consistently implement policies and procedures for student behavior as outlined in teacher and student handbooks.	- Agendas and minutes reflecting training for staff, teachers and students on policies and procedures as outlined in the teacher and student handbooks. -- Individual Growth Plans that document training and support provided to individual teachers as needs are determined.	August, 2012 August, 2012	May, 2012 May, 2012	Building Level Principal Building Level Principal

School Improvement Grant – Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 2 Con't– School leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrators and staff demonstrates high expectations for learning, discipline and attendance	Increase student attendance rate by 3% over the previous year. Decrease the percentage of discipline referrals by 10% over 2011-2012	State attendance rate for 2011-2012 and 2012-2013 Teacher logs contacting parents. Copies of parent notifications according to District policy. Documentation of referrals to Truancy Officer.	August, 2012 August, 2012	June, 2013 May, 2013	District Test Coordinator Building Level Principal

School Improvement Grant – Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal 2 Con't– School leaders and staff provide a school climate conducive to learning

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrators and staff demonstrates high expectations for learning, discipline, and attendance	Establish a mentor/mentee program for habitual non attendees.	Mentor daily logs documenting mentor/mentee interactions regarding attendance.	August, 2012	May, 2013	Mentor Program Coordinator
Teachers employ research based strategies to engage students in meaningful and relevant activities that includes teacher and student use of technology	At least 10% annual growth in the percentage of students scoring proficient or advanced on the state assessments.	CWT data indicates an increase level of engagement to include the use of high yield strategies and technology	August, 2012	May, 2013	Building Level Principal

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier I and Tier II Schools

Describe actions the LEA has taken or will take, to:
- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining agreements and changes in decision-making policies and mechanisms); and
- Sustain the reforms after the funding period ends.

*** Design and implement interventions consistent with the final requirements of selected model;

Proposed Activities

Parental Involvement/Engagement – Year 1-2-3

The Forrest City Junior High currently has a parent coordinator, which serves as a full-time classroom teacher. The Forrest City School District would like to enhance this area by adding a full time parent coordinator to serve the Forrest City Junior High campus as well as the Forrest City High School campus. It is believed that there would be a great benefit to having the same person lead and coordinate parental involvement efforts in both schools. To coordinate the proposed activities and partnerships, a parent coordinator will be hired using SIG funds. This position will be a full time position and will require a person that is willing and able to execute the activities as outline, as well as form creative and lasting partnerships with parents and community. The parent coordinator will work to coordinate with local social and health service providers to help meet the needs of the families of Forrest City Jr.High School and Forrest City High School. Activities implemented at the two schools will be consistent with district initiatives for parental involvement/engagement. Activities to encourage meaningful involvement/engagement with our families will include parent/guardian sessions focusing on topics of interest to parents, Edline usage, discipline, effective parenting, social issues, and beyond high school. In addition to informal sessions, a back to school fair along with six formal information/sharing sessions will be planned and offered over the course of the year. A light meal and child care will be provided so as not to exclude parents needing this support to attend. These activities will complement the additional efforts of the administration and staff that are planned for the regular school day. It is the expectation that teachers will establish two-way communications

with parents and guardians. To this end, each teacher will be required to initiate a positive contact each of their students' parents within the first thirty days of school. Teachers will be required to maintain regular contact, verbal and written, with all families. Written logs will be kept by the teachers as documentation for parental contact. The current automated phone notification system will be utilized fully by Forrest City Junior High staff to inform parents of meetings at school and notify them when their student is absent or tardy. Edline will also be utilized to allow for parents to have access to their student's grades online. Forrest City Junior High staff and students need parents to be actively involved. Structured and established procedures for encouraging meaningful parental involvement/engagement will strengthen the academic program and communicate to students high expectations from school and family for both academics and behavior.

Student Led Conferences Year 1-2-3

 Additionally, as recommended by the Scholastic Audit team, and a part of the efforts to increase parental involvement/engagement, student-led conferences will held. This will help students take responsibility of their own learning, reflect on what they have learned, and set goals for themselves. During student-led conferences, teachers act as facilitators as students review their work and progress toward established goals with their parents. Students will review work from a portfolio filled with a project they have completed or assignments they have collected before the conference. Parents will be asked to complete a post-conference reflection form. The conference process helps students comprehend the importance and means of taking charge of their own learning. Training for the conferences will begin with a small cohort of students to participate in the fall. Additional students and teachers will be added gradually so as to allow for school personnel to provide needed support in this process. Conferences will be scheduled as students and teachers are trained and portfolios are developed. Professional development will be provided for staff members participating in each cohort of conferences. The Parental Involvement Coordinator will be very involved in this process as parent commitment and support for their student in student led conferences is needed.

Extended Day - School and Community-Based Service Learning Year 1-2-3

   School-based programs engage students in service learning projects that allow students to apply academic content knowledge and Common Core State Standards to real world situations to meet critical community needs. Students experience extended learning through the connection of reading, math, science, and community and school beautification projects. Selected teachers (4 content areas: Math, Science, and Fine Arts, and Career Orientation) work with students to create and develop projects around the school and community to enhance the environment. Service Learning Programs have opportunities for intergenerational programs that span the school, family and community. These programs will be summer and after-school programs that will extend learning beyond the classroom.

Extended Day - Restructure/Enhance After School and Saturday School - Year 1-2-3

After School sessions are now being offered Monday- Thursday. As stated in the Scholastic Audit, enrollment is voluntary and participation is limited. Efforts to increase enrollment has also been limited. Restructuring/Enhancing these programs will include adding four new classes for additional support to students identified in need of remediation. A summer program is offered for 15 days in June. A curriculum for use in the after school program and the summer school program, based on the Common Core State Standards, will be developed with assistance from E2E Specialists. The curriculum will ensure that appropriate grade level activities are incorporated that engage students in the learning process. Opportunities to add relevance and authentic experiences to the core areas will be included. Communication procedures between the day teacher and the after school teacher will be established. The after school program will support the skill and concepts learned during the regular school day. Additionally, the students of Forrest City Junior High have limited opportunities to be exposed to the arts. Field experiences are planned as a part of the Extended Day Summer and After School Program. The criteria for participating in the field experiences will include the student participation in the on campus sessions. Students needing additional support will be targeted for attendance. The Parental Involvement Coordinator will work closely with school leadership in this process to ensure parent support for the program.

College field trips will be taken throughout the year. This activity will serve to further support the climate of high expectations for students at Forrest City Jr. High

Fast ForWord Reading Program- Year 1-2-3

This program is currently being offered at the Forrest City Jr. High School, but only in the special needs classrooms. It is the desire of Forrest City Jr. High educators to enhance this feature by implementing the program school wide.   Fast ForWord is patented software specifically designed using the principles of neuroscience to build an individual's learning capacity by using exercises that develop and strengthen the cognitive skills of memory, attention, processing rate and sequencing. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills necessary to learn how to read or to become a better reader.

This program will be implemented for targeted students based on identified needs. According to the Augmented Benchmark results for 2011, 62% of the combined population scored below basic in reading. Fast ForWord reading intervention products support existing curriculum—they don't replace it. They align to No Child Left Behind state mandates and have documented success in Arkansas schools.

Data will be analyzed and shared with the parents and appropriate staff at Forrest City Jr. High on a monthly basis.

Intervention Coach (Reading Teacher) - Year 1-2-3

An Interventionist is being proposed for employment utilizing grant funds. The interventionist would work to provide needed interventions using the Fast ForWard program to students who are at risk of failing and/or dropping out. Data supports a need for a reading interventionist to work with students to improve their overall reading level and study skills.

Summer Transition Academy - Children's Defense Fund Freedom School - Year 2-3

In an effort to establish pride and develop leadership skills in Forrest City Jr. High students, Freedom School is proposed for a summer offering. The Freedom Schools Program is a model from the Children's Defense Fund and will be offered to incoming 7th and 8th graders for the first year, after the first year of implementation; it will only be offered to incoming 7th graders. The five week program encompasses a strong parental and community involvement component. A commitment from parents and support from community members is required for implementation of Freedom School. Teachers in the program (servant leaders) are college students from the community who are trained for two weeks at the University of Tennessee at Knoxville. Servant leaders are used because it supports the research that students learn best from their peers; hence young college students. Students are taught using a model curriculum that supports children and families around five essential components; high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health. This would be a positive first experience and introduction to Forrest City Junior High. The premise of the program centers on developing leaders in the student body that will serve as positive influences for others. Research from Freedom School indicates increased in graduation rates of participants.

New Teacher Orientation - Year 1-2-3

 Forrest City Jr. High has approximately 4 new teachers each year. The teachers hired are included in the orientation process for the district, but it is not specific to the expectations of Forrest City Junior High Leadership. This two day session will be specifically for new teachers and supporting department heads and used to build rapport, establish expectations for lesson design/delivery, school climate and classroom management, as well as daily procedures and information specific to Forrest

City Junior High School. New teachers will be better prepared to address the challenges the school faces if they are equipped with the necessary tools and if lines of communication are established from the first day of school.

Great Rivers Education Cooperative- Professional Development Opportunities/Technology Support - Year 1-2-3

The Great Rivers Education Cooperative will continue to provide professional development to educators in the Forrest City School District. Forrest City School District proposes to contract with the Great Rivers Education Cooperative to secure a half-time technology position to provide technical assistance and support for integration. Additionally, Great Rivers Education Cooperative will provide assistance to the Forrest City Technology Director in preparing the infrastructure needed for successful use of technology on the campus.

As evidenced by the needs assessment, technology at Forrest City Jr. High is in need of immediate attention. Bringing the Forrest City Jr. High campus into a state of functionality regarding technology will require more support than the Forrest City School District Technology Support staff can provide. As a first step, procedures will be established and clearly communicated to Forrest City Jr. High staff by school leadership outlining the necessary steps to secure technology support. Teachers will be held accountable for utilizing technology in lesson design and delivery of Common Core State Standards. Therefore, they will need support to fully integrate technology into the curriculum. Support will be provided for full integration of technology to enhance instructional delivery. Common Core State Standards full implementation is slated for 2014-2015. Forrest City Jr. High educators will not be ready to accept this challenge if they don't start now in preparing themselves and their students in the use of the technology as a learning and teaching tool.

Technology –Mobile labs / iPads for Classrooms - Year 1-2-3

Year 1- To enhance instruction in the core areas, class sets of iPads and mobile labs will be purchased in Year 1 for teacher and student use. In literacy classrooms, students will utilize this technology to access to current and classic works of literature for whole class student and individual novel studies. iPads will also be utilized for online research and writing compositions to share electronically with peers and teacher. iPad applications that enhance skill development will be downloaded for use at appropriate times. In math classrooms, iPads will be utilized by the students to access calculators they will need during instruction as well as numerous applications that can be used to enhance concept/skill development. In science classrooms, students will utilize this technology to interact directly with scientific models and experiments to enhance their understanding of the material. iPads can also be used to conduct scientific research aligned with literacy and math standards. In social studies classrooms, iPads will be utilized to access primary sources, create timelines, and

conduct research to help history teachers implement Common Core literacy standards. iPad applications that enhance skill development will be downloaded for use at appropriate times. The iPads and mobile labs will be shared among team members.

During Year 2, class sets of iPads will be purchased for use in core and elective classrooms.

iPads will serve as a motivation tool by providing instantaneous feedback for students. For easy access and storage, the iPads will be housed in a rechargeable cart. Mobile labs will allow teachers to utilize a classroom set of computers in their own classroom. Consequently, no lab is available for teachers to use to take their entire class.

A support person is being proposed to hire as a partnership with the Great Rivers Educational Cooperative to provide assistance with the technical aspect of technology as well as the integration of technology into lesson design and delivery.

Summer Faculty Retreat – Year 2 and 3

A faculty retreat is planned for the staff at Forrest City Jr. High. The retreat will be held at offsite location such as Wildlife Farms in Casscoe, Arkansas. This location is 62 miles from Forrest City and would allow for easy travel for the overnight venture. Two facilitators would conduct sessions: Revisiting the Vision/Mission of Forrest City Jr. High School, A Review of Current Initiatives; Creating Instructional Calendars for 2013-2014; and Team Building. Stipends will not be paid as this will be a voluntary participation activity for the educators working together to improve conditions at Forrest City Jr. High.

Student Incentives - Year 1-2-3

In keeping with the effort to establish a culture of high expectations, student incentives will be provided for improved grades, improved attendance, a decrease in tardiness, and positive behavior. The Student Incentive Plan will be developed in August through committee format and will include input from students, parents, teachers and administrators. Efforts to seek parental involvement/ engagement and support will include inviting parents to attend quarterly recognition ceremonies honoring students' achievement based on the Student Incentive Plan. The Incentive Plan Committee will determine the criteria and eligibility for rewards and incentives. Incentives will also apply to participation in the After School and Saturday School programs to encourage increased participation and will have an educational focus (calculators, books, supplies, t-shirts, etc).

Teacher/Student Mentor/Mentee Program - Year 1-2-3

A Mentor/Mentee Program will be established as a means for improving graduation rates, student attendance, student tardiness, behavior, and overall performance in school. Performance on school assignments and state mandated assessments are adversely affected if students have excessive absences. First period tardiness negatively impacts first period scholarship. Specifically, using data from the previous year, the staff will be assigned to students who have been identified as having attendance/tardy or discipline issues. Additional students will be added as current school year data suggests. Mentors will meet with mentees (initially) to build rapport and establish goals for the issue that caused the student to be identified for support through this program.   Subsequent meetings will be for checking progress toward achieving established goals. The mentor will serve as a role model and positive influence for the student. The mentor will work to engage the parents' assistance in support to improve or alleviate the reason for identification and participation. It will be the expectation from the administration that all teachers and staff serve as mentors to selected students. Professional development will be provided to all staff as to the expectations of being a Mentor.

Differential Pay for Performance - Year 1-2-3

A Differential Pay for Performance Program is proposed for implementation as a part of the School Improvement Grant. In keeping with establishing a culture of high expectations for all, monetary incentives will be available certified and non-certified staff members as achievement targets are established. Dr. Gary Ritter, University of Arkansas Office of Education Policy, has agreed to assist the Forrest City School District to develop an incentive/reward plan that includes multiple measures of student and teacher performance which will include data obtained from student performance on Benchmarks/Common Core Assessments, multiple teacher evaluations, and staff attendance. Additional options for inclusions to be determined with staff input is student attendance, ACT, as well as an interim assessment component such as the Northwest Evaluation Association (NWEA) assessments or Target Tests. This proposed activity is not yet fully developed as Dr. Ritter feels that teacher buy-in is a large component of the teacher buy in to the component. He will work with the district/school/staff to formulate a plan to include the measures mentioned above and to determine the percentages allocated to each measure.

Classroom Libraries/ Updating Media Center - Year 1-2-3

Establishing Classroom libraries and updating the Media Center will greatly enhance academics at Forrest City Jr. High. To fully implement Common Core State Standards, texts beyond what is available at present will be needed. Few classrooms have novels available for students to read in or outside of class. Standardized and state exams indicate students read below grade level and past practices observed have not noted that students are encouraged to read independently. Surveys reveal students are exposed to few print materials (books, newspapers, magazines) outside the school

hours. Additionally, students report that they do not personally own novels and/or research materials. Classic works of literature and their characters are not familiar to many students, and background information and story elements are not rooted in the understanding of students. Books will be housed in each classroom and students will be encouraged to check out books for reading outside of school. All books in the Classroom library will be available on *Fast ForWord* and students will be encouraged to test on books read. Incentives will be provided as a part of ensuring success of this program.

A portable Smartboard, is proposed to be housed in the media center for checkout by non-core teachers as needed to help to incorporate engaging lessons into their curriculum. All of the core classrooms are equipped with Smartboards, projectors and a computer for teacher use.

School Climate and Culture / Security

In keeping with the recommendations noted in the Scholastic Audit and recent surveys, the overall climate and lack of discipline at Forrest City Jr. High must be addressed. A climate of mutual respect should be developed for all. To this end a motivational speaker, such as Clifton Taulbert will present two sessions, one to the faculty and one to the student body, on Building Community. This activity will serve as a "Kick off" for the transformation to occur at Forrest City Jr. High.

In an effort to provide a safe and orderly environment, two security guards are proposed and additional security cameras will be installed around the campus. Six mobile units are proposed for purchasing. Administrators will utilize the additional mobile units to coordinate with the current tardy system aimed at stopping students from roaming the hallways under the pretense of scanning their IDs in the main office when they are tardy.

Project Manager - Year 1-2-3

A half time Project Manager will be hired to oversee activities and report progress relative to meeting the established goals and objectives. Monthly updates of the School Improvement Grant will be provided to the Forrest City Board of Education. In addition to general oversight, the role of the Project Manager will be to assist with facilitating communication among the district/school leadership, and partners and to monitor implementation. This person will ensure implementation of School Improvement Grant Activities with fidelity and integrity.

Elbow2Elbow Educational Consulting - Job-Embedded Professional Development - Year 1 -2 -3

The District has chosen to implement its activities around the Arkansas Standards and Indicators for School Improvement and has asked the selected vendor to organize

their body of work into complimented sections or components. The selected vendor is Elbow2Elbow Educational Consulting (E2E). The following is a description of the components selected by E2E and the activities that will take place to ensure that goals and objectives as stated in the application are met. The description ensures collaboration between the selected vendor's specialists and the district school leadership to ensure success of implementation. The six components chosen include Leadership and Decision Making, School Climate, Curriculum and Instruction, Human Capital, Scheduling and Learning Time, and Student Support. The District was interested in having Leadership support as well as mathematics, literacy, science and social sciences support for teachers as they participate in job embedded professional development and learn/practice new skills and strategies. Elbow 2 Elbow Educational Consulting will provide onsite, job-embedded professional development and consultation for 330 days each year (2012-2013, 2013-2014, 2014-2015).

1) Leadership and Decision Making

 To support leadership and decision making at Forrest City Jr. High, E2E Specialists will:
assist the principal in developing a master schedule that affords students access to all classes regardless of cultural background, physical abilities, socioeconomic status and intellectual abilities with attention to matching student needs with strengths of staff. Additionally, assistance with developing procedures that ensure an effective student/teacher ratio for meeting the needs of all students and require decision changes including staffing assignments and inclusion of community resources based on student achievement data will be provided. A process for joint walkthroughs for the purpose of collecting ongoing data regarding the learning environment and establishing feedback loops on instructional, safety, health, order and equity issues (Barnes & Miller, 2001) will be established.

 E2E Specialists will collaborate with school/district leadership and staff in identifying instructional resources to ensure that they are supporting the school's intended/implemented curriculum in all content areas and are age and developmentally appropriate for all students. A variety of electronic and printed resources should be utilized to effectively deliver the curriculum and support learning in all classrooms.

Regular grade level meetings will occur to collaboratively analyze student work in all content areas for the purpose of identifying individual student strengths and deficiencies in order to make instructional decisions and to improve student performance will be scheduled by the principal. A plan of action will be developed for implementation of high yield instructional strategies with monitoring and support of classroom instruction by school leadership. All instructional strategies should be aligned to district, school and state learning goals.

To maximize individual student learning needs and the vision/mission/beliefs, E2E Specialists will assist district/school leadership, staff/stakeholders in determining a

clearly defined budget policy that includes the allocation/augmentation of all resources by facilitating long-term, collaborative, research-informed financial planning. In addition to developing standing committees to assess resource allocation to ensure resources are equitable and encourage high student/staff performance, the development of partnerships with external entities (art/community centers/libraries/etc.) will be sought. The development of a protocol for obtaining resources from external sources to augment school allocations will be explored. E2E Specialists will also provide assistance as needed in the development of a needs assessment that includes monitoring and modifying expenditures for maximum benefit. A regular review of ACSIP and grants, as obtained, to ensure that funds are being spent in an informed and intentional manner according to budget will occur on a regular basis.

E2E Specialists will facilitate and seek additional opportunities for school leadership and district personnel to select professional development that addresses the needs of individual administrators, teachers, and students. Professional development should be relevant and embrace innovative, research-based approaches to improving leadership and instructional practice. All professional development for leadership and staff should be aligned with the ACSIP, individual action plans, and Individual Growth Plans.

E2E Specialists will provide guidance and support to district/school leadership by facilitating the development of a formal process to conduct a needs assessment and prioritize professional development offerings based on a review of individual needs, Professional Growth Plans, longitudinal student data, goals in the ACSIP, and data obtained from student portfolios. Additionally, guidance to school leadership in a process to evaluate the impact and implementation of professional development offered and determine fiscal resources needed to meet professional development needs of district/school personnel will be provided.

As identified in the Scholastic Audit, Forrest City Jr. High needs to develop vision, mission and belief statements that guide decision making and actions of leadership and staff. To this end, E2E Specialists will provide training and support to the district/school leadership, Board of Education, and community stakeholders as they collaboratively address the school's vision, mission and belief statements (Lezotte, L.,1991). This will include developing, communicating, reviewing, and revising elements necessary to ensure that alignment exists and progress will be monitored and reported to all stakeholders. The vision and mission of the school should serve as the foundation for designing instructional programs and filtering school improvement initiatives. Modifications are made as needed (Fullan, M., 2001).

To advance effective organizational and leadership skills for school leadership, E2E Specialists will initiate and facilitate collaboration among district/school leadership in the development, implementation, review and revision of administrators' growth plans focusing on skills that support teaching and learning, promote student achievement, and are aligned with ACSIP goals.

Utilizing the PLC format, E2E Specialists will facilitate collaboration between school leadership and stakeholders, including Educational Service Cooperative and State Specialty Team representatives, to regularly analyze student performance data and other relevant information that will inform programmatic and academic decisions which meet the needs of the school's diverse population (DuFour & Eaker, 1998).

E2E Specialists will assist school leadership in designing procedures that ensure training and easy access to Arkansas curriculum documents with opportunities for staff to participate in internal and external curriculum development experiences. Additionally, a Curriculum Committee within the school will be created in order to build internal capacity; this committee will use as its guide the Arkansas standards based curriculum, materials, resources and technology. Procedures that minimize disruptions of instructional time will be an initial focus. Procedures will be put in place that ensure the allocation and equitable distribution of resources, focused on student learning and the school's learning goals. Additional funds, grants, will be sought. Procedures for monitoring and modifying the instructional programs, organizational practices and physical facilities to sustain improvement will be established. The School Improvement Specialist will facilitate district/school leadership discussions for the purpose of monitoring and modifying instructional programs, organizational practices and physical facilities as needed.

2) School Climate

 E2E Specialists will assist and form committees consisting of school/district leadership and community members creating a School Improvement Team to assist the school in providing proactive assistance/guidance/support in the design of policy in effort to:
- ensure a safe/nurturing/healthy/orderly/equitable learning environment.
- establish and implement policies and operational procedures including a school-wide discipline plan to minimize disruptions to instruction.
- initiate partnerships with the community justice system and encourage active participation with school leaders in the equitable application of academic and behavior standards.
- initiate partnerships between school and community that design, initiate, and sustain authentic learning experiences and provide additional support structures such as mentors and after school programs.

E2E Specialists will provide guidance to district and school leadership in establishing policies and procedures that link teacher efficacy and student success by (Rosenthal & Jacobson, 1968):
- coaching school leaders and teachers on the practices necessary to systematically review/revise instruction in academic and behavioral standards so they are well defined, clearly communicated, and equitably applied throughout the learning environment (Joyce & Showers, 2002).
- utilizing Professional Learning Communities (PLCs) as the format to facilitate collaborative opportunities for reflection between certified and non-certified staff in order to study the connection between instructional practices and student successes.

These opportunities will include analysis of data to determine if commitment to equity and appreciation of diversity through instructional delivery and design is being honored.
- providing job embedded professional development to teachers through modeling and PLC reflection activities in innovative strategies including appropriate praise, reinforcement, recognition and opportunities for interactions beyond the classroom that motivate students to high levels of achievement in all content areas (Marzano, 2001).
- facilitating collaboration between students and stakeholders to honor and exhibit quality student work in the community. Exemplary work and scoring rubrics will be displayed in all classrooms and used to guide student self reflection (Marzano, 2001).

E2E Specialists will ensure and support implementation of multiple strategies for frequent communication with parents regarding student progress by assisting district/school leadership to (Barth, 1990):
- exceed district policy and practice regarding communication about student progress regarding academics and behavior as a means of fostering a school culture of collaborative learning and dialogue.
- provide coaching for positive interactions with parents, while making specific student progress information secure and readily available in a variety of formats, including establishing specific times parents can easily contact teachers to discuss student progress.
- develop a systematic communications plan that guides effective written and face-to-face communication with all stakeholders, utilizing multiple strategies to disseminate information including web pages, presentations at civic organizations, PTA/PTO.

E2E Specialists will assist and support leadership in making decisions to maximize opportunities for all students by providing training in the development/revision of the school's mission/vision/ belief statements and evaluation of practices to determine consistency with statements (Starratt,1995). Utilizing PLCs as a forum, development of skills that demonstrate a commitment to high expectations for all students in academic and extracurricular activities and to develop procedures for regularly and equitably recognizing and celebrating student accomplishments formally and informally will occur. (Northwest Regional Educational Laboratory, 2005).

3) Curriculum and Instruction

E2E Specialists will work side by side with district/school leadership and staff, to evaluate present taught curriculum and facilitate development for more effective and efficient implementation of the intended curriculum that is vertically and horizontally aligned in all areas. All instructional materials and resources will be aligned with the intended curriculum. Research-based practices will be utilized, instructional calendars will be developed, as well as lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning and higher order thinking. An age appropriate and differentiated/tiered curriculum that offers real- world learning experiences will be implemented.
E2E Specialists will facilitate PLC discussions as a means of continuous growth focused on analysis of student achievement to determine (DuFour & Eaker, 1998):

- professional development needs of instructional staff and school leadership
- the root cause of achievement gaps.
- alignment of students' learning goals for students with professional growth plans of staff and the ACSIP.
- proper use of online resources, (AETN, etc.) to enhance professional practice.
- the need for differentiated instruction within all schools and subpopulations.

Additionally, E2E Specialists will provide job embedded professional development, resources and support for school/district leadership and teachers to develop and fully implement PLCs within the school and between schools for the purpose of (DuFour & Eaker, 1998):
- vertical and horizontal curriculum articulation in all content areas.
- identifying curriculum gaps and overlaps.
- ongoing monitoring, evaluation and revision of the curriculum.
- communicating research-based practices for curriculum and instruction (Marzano, 2001).
 - analyzing student performance data in making curricular improvement decisions.
Specialists will work directly with district staff to review existing curriculum policies/procedures. Recommendations for new policies and/or revisions will be made. Professional development on data analysis will be provided for administrators and staff. Criterion referenced test data will be analyzed and charted for growth.

4) Human Capital - Personnel and Professional Development

 E2E Specialists will provide training to school leadership on ways to provide feedback to teachers in the use of authentic assessments and rubrics.

E2E Specialists will coach teachers in the development of lessons that provide opportunities for student reflection and articulation of learning goals. The use of teacher-to-student feedback and peer-to-peer feedback during classroom demonstration lessons (Marzano, 2001) will be modeled. Procedures will be established that ensure performance standards are clearly communicated with students and parents.
Classroom teachers will receive coaching, follow-up, and job embedded support in the implementation of high yield strategies, lesson design and delivery that includes content area and interdisciplinary connections from E2E Literacy and Mathematics Specialists. A review of Board policies regarding homework will be conducted and recommendations for revision will be made as needed.

E2E Specialists will provide professional development and coaching on (Joyce & Showers, 2002):
- the development of authentic classroom assessments aligned with Common Core State Standards.
- multiple intelligences, preferred learning styles and instructional modifications.
- using multiple forms of data to identify gaps in the curriculum for all students and subgroups.

- protocols for analyzing student work across grade levels to inform and revise instruction.
- curriculum, pedagogy and classroom assessment to enhance student achievement and measure growth over time.

Demonstration lessons and/or professional development in the design of assessment tasks that are age and developmentally appropriate and allow students to demonstrate characteristics of rigorous work including models of student work that distinguish between various performance levels will be provided (Joyce & Showers, 2002).

Job embedded professional development and support to school leadership and teachers during PLC meetings and in the classroom to build capacity will be provided on:
- high yield instructional strategies (Marzano, 2001).
- lesson design and delivery that accommodates various learning styles.
- multiple intelligences and brain research to include learning activities that require students to complete assessment tasks that mirror state and national assessments.
- using inquiry learning as well as high order thinking and problem solving.
- standards based units of study and current research.
- protocols of analyzing student work in all content areas and grade levels.
- effective implementation of homework to include purpose, frequency, student perception, monitoring, authentic application, feedback and instructional follow-up that should follow assignments.
- collaboration between teachers as they develop units of study and lessons across content areas that are standards based and culturally responsive.

Job embedded professional development will be provided through classroom coaching and support of fully functioning PLCs that includes opportunities for continuous reflection, discussion, and processing of new learning (Reeves, D., 2005).

To build capacity with leadership and staff, E2E Specialists will provide professional development and job embedded coaching to facilitate:
- a distributed leadership model that builds capacity and maximizes the use of resources and data through local board of education training, teacher leaders training, collaborative meetings, and scheduled timely opportunities for specific feedback to teachers based on data obtained from Classroom Walkthroughs (Joyce & Showers, 2002).
- discussions with district ACSIP committee members, school leadership, stakeholders, school staff and students on establishing priorities for improving student academic performance and closing gaps among subpopulations.
- regularly planned instructional staff meetings on Common Core State Standards for staff to share ideas, research and instructional strategies.
5) Scheduling and Learning Time

 E2E Specialists will assist district/school leadership in developing and implementing a master schedule that:

- maximizes instructional time accomplishing the school's/district's mission.
- supports staff members as they use time as a resource and provide quality instruction to maximize student learning.
- gives priority to the developmental needs and learning styles of students
- ensures staff assignments, including instructional assistants' assignments are made to meet specific student needs based on analysis of student performance data.
- provides regular common team planning time by content area and/or grade level for the purpose of collaboration on ACSIP goals and objectives.
- makes room assignments to allow opportunities for resource sharing, mentoring, and collaboration among similar grade levels or subject areas.
- ensures students have ample access to Smart Core requirements.

A system of review for the following will be established:
- requests for events outside of the classroom during the instructional day to ensure they reinforce specific learning goals, extend classroom instruction and occur at appropriate curriculum points.
- an evaluation of the impact of team planning and PLCs on student performance to achieve ACSIP goals and objectives.
- a systemic, timely approach for the adjusting of schedules/policies as determined appropriate based on instructional needs and performance.
- teaching assignments/licensure to ensure appropriate teaching/grade level/content specific assignments.

E2E Specialists will provide training for ongoing monitoring of and assistance for the ethical administration of ACTAAP to include a testing schedule complete with assessment accommodations for students with special needs.

6) Student Support

E2E Specialists will support establishment of family friendly schools where parents are active partners in the educational process and where communication among home/school/community is proactive, regular and meaningful (Barth, 1990).

E2E Specialists will collaborate with and support school/district leadership and staff in:
- reviewing past and current community involvement procedures to develop an action plan that includes active, effective recruitment and involvement of parents, community members and minority representatives to serve on school committees in meaningful ways and to remove barriers to student learning.
- developing and implementing a plan including multiple opportunities for families and school staff to interact, such as family nights, technology nights, open house, etc.
- coordinating with community partners in designing programs and creating opportunities to maximize learning for all students, such as service learning projects.
- facilitating discussions including supplemental or remediation providers to identify gaps   and overlaps in services and provide additional assistance from outside agencies.

- providing job embedded professional development and support to teachers as they select culturally sensitive instructional resources, to ensure a variety of appropriate, researched-based materials that actively engage students in learning (Joyce & Showers, 2002).
- evaluating all remediation and supplementary programs ensuring they are used effectively to support student achievement and are expanded or modified to meet the needs of participating students.
- creating a tiered intervention system to address the specific needs of students who are experiencing learning problems.
- analyzing the student record system and make recommendations to enhance or correct existing practices in order to ensure that it provides timely information relative to the student's academic and educational development in an organized manner.

E2E Specialists will partner with Forrest City Jr. High to:
- ensure successful transition planning for students, with other institutions, to include the local 2 year college and alternative career options. Partnerships with local colleges to provide concurrent credit will be reviewed.

E2E Specialists will work with district staff to ensure collaborative opportunities exist horizontally/vertically across the district and between schools.

 In order to meet the learning needs of a diverse student population, school leadership coaching and ongoing support in regularly monitoring classroom instruction to ensure that teachers plan and modify instruction based on student feedback will be provided. The effective use of technology for instructional purposes, as well as monitoring and the establishment of student centered instruction in the classroom will be evaluated during classroom observations and walkthroughs

*** Recruit, screen, and select external providers, applicable, to ensure their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);

The Forrest City School District has worked with Elbow2Elbow in the past in all of the schools in the district as a part of a grant from the Walton Family Foundation. The district leadership reviewed the achievement gains made by schools who had E2E support as compared to the other vendors. Schools with E2E Specialist support made gains in student achievement above those of other vendors. In reviewing the district/school data the performance expectations with quarterly benchmarks were developed collaboratively between school/district leadership and E2E. The district leadership also considered the communication processes and the intensity of support provided by each vendor in making their decision.

*** Align other resources with the interventions

The district is committed to maintaining the Instructional Coaches and supporting their participation in the School Improvement Grant (SIG) activities and implementation of performance expectations.

The district will maintain the funding sources of activities as reflected in the ACSIP. Additionally, the Superintendent of Schools is committed to continue some form of Differential Pay for Performance at the end of the grant period as funds become available.

*** Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining) agreements and changes in decision-making policies and mechanisms);

The Forrest City School District does not need to modify its Board policies at this time. School district leadership has identified several practices that will be modified to ensure full implementation of the interventions as outlined in the SIG application. Practices to modify at Forrest City Jr. High include but are not limited to: full implementation of the Classroom Walk-Through protocol, more fully developed Professional Growth and Individual Improvement Plans for leadership and staff, effective lesson planning and delivery of instruction.

*** Sustain the reforms after the funding period ends

Grant funds will be used to transform Forrest City Jr. High School and build capacity among its leadership and staff. At the end of the grant period, the principal will have developed the leadership skills necessary to effectively continue improvement efforts. As PLCs are established and fully functioning, staff will have an increased understand of the power of utilizing data and effective teaching strategies.

Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and creating a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan.

The plan for improvement outlined in the grant provides a platform of support for teacher professional growth, instructional improvements, student support for achievement, and leadership responsibility. The plan will be embedded into the school's Title I school improvement plan.

A Project Manager will carefully monitor SIG implementation and provide written updates to the Superintendent and the Board of Education monthly. Throughout SIG implementation the district School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet at the beginning of each quarter to assess progress and make corrections as needed. Following the outline of the plan with deliberate implementation and fidelity will build a foundation for sustained reform at the end of the grant funding period. The use of a Project Manager will allow for weekly monitoring, ensuring the fidelity of the implementation of SIG activities making them day-to-day processes of school and system operations. Through these supports the focus for improvement will remain laser-like even though changes may occur in the attrition of personnel.

Instructional coaches will work with E2E Specialists and staff to establish practices that will be sustained after the grant funding ends. The principal will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.

The professional learning, tutoring, and overall student and teacher support will continue beyond the grant.

Since the main thrust of selecting E2E is to build capacity among existing school and district leadership and staff, the Forrest City School District will be able to continue improvement practices once funding ends. By working closely with district/school leadership, best practices and support for school improvement will be sustained as implementation efforts not only continue at Forrest City Jr. High but other underperforming schools in the district.

Changing the culture at Forrest City Jr. High School to one of high expectations for leadership, staff and students will result in institutionalization of the practices making them become routine and embedded in day to day operations.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	April 16, 2012
3. Release LEA applications and guidelines for eligible applicants.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
4. LEA application due for Tier I and Tier II schools.	May 18, 2012
5. Application Review by ADE * Review process is on the following page.	May 21 -25
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2011-2012 school year.	June 1, 2012
7. LEA applications for Tier III schools due.	TBA

8. Award funds to LEAs for Tier III schools.	TBA
9. Provide technical assistance for initial grant implementation.	April 2012 – June 2013

ADE REVIEW PROCESS:

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 75 of the 150 points available.   The LEA must submit a separate application for each school.   A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team. Funding limitations prohibit Tier III schools from applying for this grant at this time. If future funding becomes available for Tier III schools they will be prioritized based on funding and application reviews.

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II and Tier III school identified in Part A of the application.

May 2012– June 2012 Pre-implementation
Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

May	
June	

2012-2013 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	*Mobile labs, portable elctronic board and iPads ordered * Develop/Revise Teacher and Student Handbook * Contract with Elbow2Elbow for specified job embedded professional development services * Contract with Office of Education Policy for specified technical assistance services * Form District School Improvement Team * Hire Project Manager * HIre Parent Coordinator * Contract with Great Rivers Education Cooperative for Technology Integration Support position * Hire Literacy Interventionist -Reading Coach * Initial meeting between E2E Educational Consulting, District School Improvement Team, and School Leadership Team to prepare for implementation *Hire two Security Guards
August	* Initial meeting between Office of Education Policy, District Leadership and School Leadership regarding the Differential Pay for Performance Plan to be developed with staff input – Develop Contract * Initial meeting between Office of Education Policy and Forrest City Jr. High Staff to develop the Differential Pay for Performance Plan with staff input in developing teacher year end growth goals * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center * Inventory current periodical subscription for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members * Schedule weekly Forrest City Jr. High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting weekly and establish their focus for the year * Data from state Benchmark exams analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Forrest City Jr. High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions

	* School Leadership develops and implements an incentive program for student attendance * Discipline committee created and school plan developed * Conduct two day New Teacher Orientation for teachers new to Forrest City Jr. High * Survey teaching staff to determine needs for basic math and literacy supplies * Technology needs assessment conducted * Existing digital equipment is repaired or replaced * Mobile labs and iPads delivered * Training for teachers/students on usage of iPad in core classrooms * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students * Establish processes and procedures for timely and accurate completion of portfolio assessments for special services students * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers * Student incentive plan developed * Parent phone numbers entered into district parent notification system * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning * Finalize initial Common Core Exemplar texts choices; purchase needed texts *Identify students for targeted assistance in Fast ForWord Reading Program
September	* Training and support continued for teachers/students on usage of iPad in core classrooms * Continue training on the Differential Pay for Performance Plan with staff * Develop Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * Principal, administrative support staff to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers- ongoing throughout the year * E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons

* Schedule six Parental Involvement sessions to be offered throughout the year
* Continue to repair or replace any necessary digital equipment or internal connections
* Technology integration support provided to teachers
* Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place
* Analyze instructional materials, resources, lesson design and delivery and multiple forms of data
* Monitor and support student-centered instruction and development of individualized students plans to promote mastery ongoing throughout the year
* Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects
* Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in core classrooms
* Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
* Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines
* Monitor processes and procedures for special services teachers to support benchmark readiness for special services students
* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students
* Monitor and support implementation of required modifications of Individual Special Education Students IEP.
* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting
* Media Center novels ordered, processed and shelved
* Books for Classroom Libraries ordered
* Convene faculty and other stakeholders to begin review and revision of ACSIP
* Weekly Leadership Team meetings continue
* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities
* PLCs meet weekly
* Technical assistance in effective instructional leadership practices provided to building administrator *
*Form Common Core Cadre from ELA, math, sci , ss, technical subject teachers and leadership; schedule monthly meetings
*Schedule monthly professional development devoted to Common Core

	*Analyze data from Fast ForWord Reading Program
October	* Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices * Inventory current Media Center subscriptions of periodicals * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase * Periodicals subscriptions completed, received, available to students/staff * Classroom library novels purchased, coded and available to students with checkout procedures developed and communicated to students * Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed * Data from interim assessments analyzed and data walls updated * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Provide job embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly

	* Technology walk-throughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers *Analyze data from Fast ForWord Reading Program
November	Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Analyze data for the check out of new novels in Media Center and classroom libraries * Nonfiction print resources ordered for Media Center * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers *Analyze data from Fast ForWord Reading Program
December	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol *Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed

	* Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers *Analyze data from Fast ForWord Reading program
January	* Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes data for periodicals, fiction and nonfiction print usage

	* PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy * Support implementation of Common Core sample Performance tasks across the curriculum *Analyze data from Fast ForWord Reading Program
February	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes usage of print resources * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze Benchmark/Common Core Writing Samples *Analyze data from Fast ForWord Reading Program
March	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator

		* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP. * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers *Analyze data from Fast ForWord Reading Program
	April	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in

		the regular classroom setting * Media Center to review data on usage of periodicals, determine needs, orders placed for next school year * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Review of Common Core sample Performance tasks for science, social studies, and technical subjects *Analyze data from Fast ForWord Reading Program
	May	Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze Benchmark/Common Core Writing Samples *Analyze data from Fast ForWord Reading Program
	June	* District School Improvement Team meeting to review SIG implementation. The Project Manager will

	provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Analyze any available data from Benchmarks/Common Core Assessments * Office of Education Policy to compute year end growth and bonus amounts * Determine scheduling and staffing needs to fully implement Common Core
July	* Analyze increased funding needed for implementation of Common Core elements for 2013-2014 * Office of Education Policy to compute year end growth and bonus amounts * Determine staffing, scheduling, funding and resource needs for intitial phase of Common Core implementation

2013-2014 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	Office of Education Policy will calculate Differential Performance Pay and develop Teacher Report Cards for staff at Forrest City Jr. High
August	* Office of Education Policy will submit Teacher Report cards indicating amounts to be paid to each staff member based on gains in student achievement, ratings on teacher evaluations and teacher attendance for the 2012-2013 school term. * Initial meeting between Office of Education Policy and Forrest City Jr. High Staff to develop the Differential Pay for Performance Plan Teacher year end growth goals. * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center. * Inventory current periodical subscriptions for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members. * Schedule weekly Forrest City Jr. High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting and establish a instruction focus for the year * Data from state Benchmark exams analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Forrest City Jr. High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions. * School Leadership reviews and revises the incentive program for student attendance * Discipline committee reconvenes to review and amend school plan * Conduct two day New Teacher Orientation for teachers new to Forrest City Jr. High * Survey teaching staff to determine needs for basic math and literacy supplies * Technology needs assessment conducted * Existing digital equipment is repaired or replaced * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include

	reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students. * Establish processes and procedures for timely and accurate completion of portfolio assessments for services students. * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers. * Student incentive plan revised as needed * Parent phone numbers entered into district parent notification system * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning *Revise Common Core Cadre as needed; schedule weekly meetings * Schedule professional development devoted to Common Core implementation * Schedule Common Core modeling of curricular units and/or key instructional pieces in core classrooms *Identify students for targeted assistance in Fast ForWord Reading Program
September	* Training for and teachers/students on usage of iPad in mathematics and literacy classroom * Continue training on the Differential Pay for Performance Plan with staff * Review Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * Principal, administrative support staff to continue weekly classroom observations to include reflection conferences with teachers * E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons * Plan the first of six Parental Involvement/Engagement sessions * Continue to repair or replace any necessary digital equipment or internal connections * Technology integration support provided to teachers * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data * Monitor and support student-centered instruction and development of individualized student plans to promote mastery - ongoing throughout the year * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data

	disaggregation in the core subjects * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in core areas * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines. * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Books for Classroom Libraries ordered * Convene faculty and other stakeholders to begin review and revision of ACSIP * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Determine PD needed to develop Common Core content -area expertise in Language Arts /Math/Social Studies/Science * Schedule department level meetings based on Common Core Unit requirements *Analyze data from Fast ForWord Reading program
October	Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices * Inventory current Media Center subscriptions of periodicals * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase * Periodical subscriptions completed, received, available to students/staff * Classroom library novels purchased, coded, and available to students with checkout procedures developed and communicated to students * Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed

	* Data from interim assessments analyzed and data walls updated * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walk-throughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers *Analyze data from Fast ForWord Reading program
November	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers

	* Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Analyze for the checkout of new novels in Media Center and classroom libraries * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers *Analyze data from Fast ForWord Reading program * Schedule technology training as needed to enhance implementation of Common Core units
December	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. *Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Continue to monitor functionality of digital equipment and repair as needed

	* Technology integration support provided to teachers *Analyze data from Fast ForWord Reading program
January	*Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes data for periodicals, fiction and nonfiction print usage * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy *Analyze data from Fast ForWord Reading program
February	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator

	* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes usage of print resources * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers *Analyze data from Fast ForWord Reading program
March	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP

	* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers *Analyze data from Fast ForWord Reading program
April	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Principals, administrative support to continue weekly observations to include reflection conferences with teachers * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center to review data on usage of periodicals, determine needs, orders placed for next school year * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * District vertical alignment of Common Core Pacing Guides for 2013-2014 *Analyze data from Fast ForWord Reading program
May	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will

	provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center to analyze data on usage of periodicals, determine needs, orders placed for next school year * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers* Determine materials needed for Common Core implementation; place orders *Analyze data from FastForWord Reading program
June	* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze any available data from Benchmarks/Common Core Assessments * Office of Education Policy to compute year end growth and bonus amounts
July	

2014-2015 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	
August	* Office of Education Policy will submit Teacher Report cards indicating amounts to be paid to each staff member based on gains in student achievement, ratings on teacher evaluations and teacher attendance for the 2013-2014 school term * Initial meeting between Office of Education Policy, District Leadership and School Leadership regarding the Differential Pay for Performance Plan to be developed with staff input * Initial meeting between Office of Education Policy and Forrest City Jr. High Staff to develop the Differential Pay for Performance Plan with staff input in developing teacher year end growth goals * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center * Inventory current periodical subscription for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members * Schedule weekly Forrest City Jr. High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting weekly and establish instructional focus for the year * Data from state Benchmark/Common Core Assessments analyzed and data walls created * School Improvement Specialist to review Arkansas' Smart Accountability Plan and ASCIP with Forrest City Jr. High High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions * Conduct two day New Teacher Orientation for teachers new to Forrest City Jr. High * Survey teaching staff to determine needs for basic math and literacy supplies * Technology integration support provided to teachers * Digital wiring replaced or repaired

	* Existing digital equipment is repaired or replaced * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support benchmark readiness for special services students * Establish processes and procedures for timely and accurate completion of portfolio assessments for services students * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers * Parent phone numbers entered into district parent notification system * Parental involvement sessions planned * Revise Common Core Cadre; schedule weekly meetings * Schedule Common Core professional development * Review/revise 2013-2014 Common Core units implemented in core classes
September	* Training for teachers/students on usage of iPad in mathematics and literacy classroom * Continue training on the Differential Pay for Performance Plan with staff * Develop Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * PLCs meet weekly * Principal, administrative support staff to continue weekly classroom observations to include reflection conferences with teachers * E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons * Continue to repair or replace any necessary digital equipment or internal connections * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place.

	* Analyze instructional materials, resources, lesson design and delivery and multiple forms of data * Monitor and support student-centered instruction and development of individualized students plan to promote mastery ongoing throughout the year * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in Literacy and Mathematics * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Books for Classroom Libraries ordered * Convene faculty and other stakeholders to begin review and revision of ACSIP * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Repeat revised Common Core units in all ELA and math classes * Design additional units incorporating all curricular areas
October	* Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices * Inventory current Media Center subscriptions of periodicals * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals

to purchase
* Periodical subscriptions completed, received, available to students/staff
* Classroom library novels purchased coded and available to students with checkout procedures developed and communicated to students
* Media Center to develop and communicate checkout procedures to staff and students
* Continue implementation of Arkansas' Smart Accountability Plan and revision of ACSIP as needed
* Data from interim assessments analyzed and data walls updated
* Weekly Leadership Team meetings continue
* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities
* Technical assistance in effective instructional leadership practices provided to building administrator
* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol
* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers - ongoing throughout the year
* Discipline Plan monitored by committee, data analyzed , adjustments made as needed
* Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
* Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards
 * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
* Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning
* Monitor processes and procedures for special services teachers to support benchmark readiness for special services students
* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students
* Monitor and support implementation of required modifications of Individual Special Education Students IEP
* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting

	* PLCs meet weekly * Digital media received and inventoried * Technology walkthroughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers * Research additional inclusions of technology to enhance Common Core units
November	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Nonfiction print resources ordered for Media Center * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers Continue analysis of Common Core pacing guides and student products
December	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.

	*Principal, administrative support staff continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers *Analyze data from Fast ForWord Reading Program
January	* Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Smart Accountability Plan and ACSIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students

	* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes data for periodicals, fiction and nonfiction print usage * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessbility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Mid year Teacher Report Card data analyzed and disseminated to teachers by Office of Education Policy
February	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center analyzes usage of print resources * PLCs meet weekly

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	* Technology walk-through conducted to determine existing equipment function and accessbility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Analyze available Common Core testing information
March	* Continue training on the Differential Pay for Performance Plan with staff * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessbility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers * Participate in Mock Common Core testing; analyze results, create data walls
April	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will

	provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Principals, administrative support to continue weekly observations to include reflection conferences with teachers * Monitor processes and procedures for special services teachers to support benchmark readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center to review data on usage of periodicals, determine needs, orders placed for next school year * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessbility * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Design and implement remediation based on Mock Common Core results
May	* Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support benchmark readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for

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	special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Media Center to analyze data on usage of periodicals, determine needs, orders placed for next school year. * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty *Analyze data from FastForWord Reading Program
June	* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze any available data from Benchmarks/Common Core Assessments * Office of Education Policy to compute year end growth and bonus amounts * Analyze Common Core Testing results as available; create data walls
July	* Office of Education Policy to compute year end growth and bonus amounts * Office of Education Policy to complete year end evaluation of effectiveness of the program

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

List planning meetings the school has with departments (e.g. special education, transportation) or other schools in the LEA.

Date	Department	Attendees	
		Name	Position
4/17/12	Forrest City High School Forrest City District Administration	Reginald Murphy Susan Berry	Principal District Instructional Facilitator
		Bernice Word	Counselor
		Sandra Mills	Federal Programs Coordinator
		Joye Hughes	2012-2013 Superintendent
4/24/12	Forrest City Jr. High Faculty	All Faculty	
4/24/12	Forrest City School District Administration	Lisa Birmingham	Special Education Department
		Sandra Mills	Federal Programs Coordinator
		John Anderson	Assistant Principal
		Susan Berry	District Instructional Facilitator
4/27/12	Forrest City Jr. High	Faculty	

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C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools: and
- Implement intervention activities for each Tier III school it commits to serve.

> Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.
>
> An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier II schools it commits to serve multiplied by $2,000,000. Each school can receive no more than $6,000,000 over three years.

Please note that for a given required criteria, the estimated budget amounts may differ each year depending on your needs and progress in the implementation process. These amounts may be amended in subsequent years based on your actual needs.

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Forrest City School District/Forrest City Jr. High School   Tier   1

Total 3-Year Budget $ $4,595,602

Pre-Implementation:

SIG funds used for pre-implementation must be tied to the model being selected. These are some examples of potential activities.

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.

- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

All of the SIG funds an LEA uses in a Tier I or Tier II school must be used to support the LEA's implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA's needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an LEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an LEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant requirement— i.e., for a school operating a schoolwide program, the school must receive all of the non-Federal funds it would have received if it were not operating a schoolwide program, including all non-Federal funds necessary for the operation of the school's basic educational program.

Please check ☒ any budget activity that is part of your pre-implementation and use the first column under year 1 for the budgeted amount.

TURNAROUND MODEL	YEAR 1	YEAR 2	YEAR 3
	Pre-Imp		
☐ 1. Developing teacher and school leader effectiveness			
☐ Select a new principal			
☐ Make staff replacements			
☐ Support required, recommended and diagnostic strategies			
☐ Change and sustain decision making policies and mechanisms			
☐ Change and sustain operational practices			
☐ Implement local evaluations of teachers and principal			
Additional options (specify) Any of the required and permissible activities			
☐			
☐			
☐			
☐			

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Subtotal				
☐ 2. Reforming instructional programs				
☐ Develop data collection and analysis processes				
☐ Use data to drive decision making				
☐ Align curriculum vertically and horizontally				
Additional options (specify) Any of the required and permissible activities				
☐				
☐				
☐				
Subtotal				
☐ 3. Increasing learning team and creating community-oriented schools				
☐ Increase learning time (extended day, week, or year)				
☐ Develop community partnerships that support the model				
☐ Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
☐				
☐				
☐				
Subtotal				
☐ 4. Flexibility and Sustain Support				
☐ Implement a comprehensive approach to school transformation				
☐ Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
☐				
☐				

	YEAR 1	YEAR 2	YEAR 3
☐			
☐			
Subtotal			
☐ 5. LEA-activities designed to support implementation of the turnaround model			
☐			
☐			
☐			
Subtotal			
Total for Transformation Model			

CLOSURE MODEL	YEAR 1	YEAR 2	YEAR 3
	Pre-Imp		
☐ Costs associated with parent and community outreach			
☐ Costs for student attending new school			
Subtotal			

Restart Model	YEAR 1	YEAR 2	YEAR 3
	Pre-Imp		
☐ Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process			
☐ Enroll, within the grades it serves, any former student who wishes to attend the school.			
☐ LEA-activities designed to support implementation of the restart model			
☐			
☐			
☐			
Total			

TRANSFORMATION MODEL	YEAR 1	YEAR 2	YEAR 3
	Pre - Imp		
☐ Select a new principal			
☐ Assign effective teachers and leaders to lowest achieving schools			
X Recruit, place and retain staff -New Teacher Orientation		3,600	3,600	3,600
☐ Select new staff			

☐Replace staff deemed ineffective			
☐Negotiate collective bargaining agreements			
☐Support for staff being reassigned			
☐Retaining surplus staff			
☐Create partnerships to support transformation model			
☐Change decision-making policies and mechanisms around infusion of human capital			
☐Adopt a new governance structure			
X High-quality, job-embedded professional development	594,000	594,000	594,000
☐Implementing data collection and analysis structures			
☐Increase learning team (extended day, week, and/or year)			
X Student supports (emotional, social, and community-based) Parental Involvement activities and sessions for parents	4,800	4,800	4,800
Student incentives for academics, attendance, behavior and (tshirts, calculators, supplies, books) yearly	32,900	32,900	32,900
College Field trips (Transportation for 4 trips $1,200; $10 for meals x 70 students per trip = $700) Total: $1,900 yearly	1,900	1,900	1,900
Additional options (specify) Any of the required and permissible activities under the transformational of new school model			
X Contract amount with Office of Education Policy for technical assistance on Differential Performance Pay Component	22,000	22,000	22,000
Differential Performance Pay Component (Award amount maximum of $5,000 x 49 certified staff x $1,000 x 25 classified staff)	$270,000	270,000	270,000
X Motivational Speaker, such as Clifton Taulbert - New Year Kickoff speaker fee and travel (two sessions - August, 2012 and January ,2013	13,000		

FastForWord Reading Intervention Program		18,350	18,350	18,350
X Children's Defense Fund Freedom School 5 week Summer Program - 50 incoming 7th and 8th grade students . Instructors for the program are provided through enrollment and participation in the program by the Children's Defense Fund organization. Year 2-3			61,000	63,000
Freedom School - Field Experiences - 4 local trips 50 students $1,500; 1 three day culminating trip to Martin Luther King Center in Atlanta, GA; 50 students & 5 sponsors (5 sponsors X 200 stipend each x 3 days = $3,000; $4,000 charter bus, $9,250 lodging, $4,500 meals = $22,250 yr 2 and $22,250 yr 3			22,250	22,250
Service Learning projects for 50 days x $25 stipend for one person, two hours of sponsorship per day= $2,500; project supplies and materials $20,000; transportation cost of $120 x 20 days = $2,400)	24,900	24,900	24,900
Field Experiences - Saturdays/After School 4 trips 75 students - $120 per trip for bus and driver fee x 4 trips = $480, meals for 75 students & 2 sponsors = $770 x 4 trips = $3,080, Admission Fees - $3,750 to allow for cultural opportunities throughout the school year to increase student learning, attendance and behavior by adding relevant and authentic experiences in the core areas (ie. trips to the Orpheum Theater, Playhouse on the Square in Memphis, TN to connect the literature our students are reading to real live performance, Clinton Presidential Library, etc)	7,310	7,310	7,310
LEA-activities designed to support implementation of the transformation model			

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Technology: iPads for Core and elective classrooms - 150 iPads and 5 secure storage/charging carts Total: Year 1 $86,146; Year 2 $86,146; Year 3 $30,000 (Year replacement costs only)		86,146	86,146	30,000
iPad Protection Cases 150 iPads X 80.00 each = 12,000 year 1; replacement costs year 3 Total: Year 1 $12,000; Year 2 $12,000; Year 3 $1,200		12,000	12,000	1,200
5 mobile labs (150 computers $1,100 each and 5 storage carts $2,000 each) year 1; Replacement costs for computers only year 2 and year 3 Total: Year 1 $175,000; Year 2 $11,000; Year 3 $22,000		175,000	11,000	22,000
Handheld mobile units for tracking tardies - *PlascoTrac* Student Tracking System –Year 1 $25,82; Year 2 and 3 maintenance and license $5,393 each year		25,820	5,393	5,393
Media Center - Update library titles necessary for implementation of Common Core (library titles $75,000 yr 1; $50,000 year 2);		75,000	50,000	
purchase classroom library book sets and individual titles for 5 core classrooms $36,000 year 1 and year 3; replacement costs year 2 of $10,000		36,000	10,000	36,000
Portable electronic board/projector and computer for Library $5,000 (computer $1,000 + electronic board/projector unit $4,000) Year 1		5,000		

Professional Library for teachers/administrators 50 books x $50 per book = $2,500; Year $2,500 Year 2 $2,500 Year 3 $2,500		2,500	2,500	2,500
Professional books for PLC book study sessions 25 books X $50 = $1,250; Year 1-2-3 $1,250		1,250	1,250	1,250
Periodicals for library		1,000	1,000	1,000
Encyclopedia Britannica online		425	425	425
Summer Faculty Retreat Year 2 - 45 staff members lodging, meals and supplies $500 per person= $22,500			22,500	22,500
Mileage for participants to attend summer retreat . 42 per mile x 124 miles x 13 cars participants = $677			677	677
Core Content area Teacher Materials and Supplies (year 1- 496 students x $30.00 x 4 core areas =$59,520); Year 2 and year 3 496 students x $25 per student x 4 core areas $49,600 Intervention Coach -Reading Teacher Year 1 $ 46,942 salary + $11,266 benefits = $58,208; Year 2 $48,136 salary + $11,552 benefits = $59,688;		59,520	49,600	49,600

Year 3 $48,730 salary + $11,695 benefits = $60,425		58,208	58,945	59,682
Project Manager – (certified, half time person proposed in both FCSD SIG grants) Year 1 $23,471 salary x $5,633 benefits = $29,104 Year 2 $24,068 salary x $5,776 benefits = $29,844 Year 3 $24,365 salary x $5,847 benefits = $30,212		29,104	29,844	30,212
Parent Coordinator (certified, half time person proposed in both FCSD SIG grants) Year 1 $23,471 salary x $5,633 benefits = $29,104 Year 2 $24,068 salary x $5,776 benefits = $29,844 Year 3 $24,365 salary x $5,847 benefits = $30,212		29,104	29,844	30,212
Technology Integration and Support (certified, half time person proposed in both FCSD SIG grants) Year 1 $23,471 salary x $5,633 benefits = $29,104 Year 2 $24,068 salary x $5,776 benefits = $29,844 Year 3 $24,365 salary x $5,847 benefits = $30,212		29,104	29,844	30,212
Two Security Guards Year 1 $17,980 salary + $4,315 benefits = $22,295 x 2 =$44,590 Year 2 $18,120 salary + $4,348 benefits = $22,468 x 2 =$44,936 Year 2 $18,260 salary + $4,382 benefits = $22,642 x 2 =$45,284		44,590	44,936	45,284
Note: All increments are based on the Forrest City School District salary schedule				
Total		1,662,531	1,513,914	1,419,157

Tier III:

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

Activity	Explanation	Amount
	.	
	Total	

Budget Narrative:

Requirements
- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized

All items below are being requested as a part of the School Improvement Grant. ACSIP will be the overall descriptor of other district funds that are being utilized at Forrest City Jr. High School due to the limited availability of foundation aide dollars.

Recruit, place and retain staff:

2 Day New Teacher Orientation - 8 people x $200 Stipend each day x 2 days = $3,200
$400 for supplies; Conducted yearly in August
Total $3,600

High-quality, job embedded professional development:

Elbow2Elbow Educational Consulting to provide 330 of school based job-embedded professional development each year. 330 days x $1,800 a day = $594,000; yearly

Student Supports (emotional, social, and community-based):

$4,800 - Parental Involvement/engagement activities; yearly

$ 32,900 - Student Incentives for academics, attendance, and behavior (field trips, tshirts, calculators, supplies, books, etc) yearly

. College Field trips (Transportation for 4 trips $1,200; $10 for meals x 70 students per trip = $700)
Total: $1,900 yearly

Permissible Activities:

Contract amount with Office of Education Policy for technical assistance to include development of Teacher Report Cards and calculation of mid year and end of year data. Differential Performance Pay Component - $22,000

Differential Performance Pay Component   (Award amount maximum of $5,000 x 49 certified staff and $1,000 x 25 classified staff) - $270,000 available for Maximum Payout. Amount not awarded will be reallocated for additional needed activities based on approval from ADE. The maximum amount available for the award will be $270,000 if all targets are met.   Yearly.

Motivational Speaker such as Clifton Taulbert - A New School Year Kickoff Speaker $13,000 (2 sessions- August 2012; January 2013) Fee and travel expenses

FastForWord Reading Intervention Program $18,350. To be used as a resource by the Literacy Interventionst (Reading Coach) who will work directly with students in small group and one on one settings.

 Children's Defense Fund Freedom School 5 week Summer Program -   50 incoming 7th and 8th grade students . Instructors for the program are provided through enrollment and participation in the program by the Children's Defense Fund organization. Year 2-3 (Year 2 - $61,000; Year 3 - $63,000)

Freedom School - Field Experiences - 4 local trips 50 students $1,500;
1 three day culminating trip to Martin Luther King Center in Atlanta, GA; 50 students & 5 sponsors (5 sponsors X 200 stipend each x 3 days = $3,000; $4,000 charter bus, $9,250 lodging, $4,500 meals = $22,250 yr 2 and $22,250 yr 3

Service Learning projects for 50 days x $25 stipend for one person, for two hours of sponsorship= $2,500; project supplies and materials $20,000; transportation cost of $120 x 20 days = $2,400; yearly   (Total: 24,900 yearly)

$1,900 yearly - College Field trips (Transportation for 4 trips $1,200; $10 for meals x 70 students per trip = $700)

$6,830 yearly- Field Experiences - Saturdays/After School 4 trips 75 students - $120 per trip for bus and driver fee x 4 trips = $480, meals for 75 students & 2 sponsors = $770 x 4 trips = $3,080, Admission Fees - $3,750 to allow for cultural opportunities throughout the school year to increase student learning, attendance and behavior by adding relevant and authentic experiences in the core areas (ie. trips to the Orpheum Theater, Playhouse on the Square in Memphis, TN to connect the literature our students are reading to real live performance, Clinton Presidential Library, etc)

Technology:

iPads for Core and elective classrooms - 150 iPads and 5 secure storage/charging carts
Total: Year 1 $86,146;   Year 2 $86,146;   Year 3 $30,000
(Year replacement costs only)

iPad Protection Cases 150 iPads X 80.00 each = 12,000 year 1; replacement costs year 3
Total: Year 1 $12,000;   Year 2 $12,000;   Year 3 $1,200

5 mobile labs (150 computers $1,100 each and 5 storage carts $2,000 each) year 1; Replacement costs for computers only year 2 and year 3
Total: Year 1 $175,000;   Year 2 $11,000;   Year 3 $22,000

Handheld mobile units for tracking tardies - *PlascoTrac* Student Tracking System –Year 1 $25,820; Year 2 and 3 maintenance and license $5,393 each year

Media Center

Update library titles necessary for implementation of Common Core
(library titles $75,000 yr 1; $50,000 year 2);

purchase classroom library book sets and individual titles for 5 core classrooms $36,000 year 1 and year 3; replacement costs year 2 of $10,000

Portable electronic board/projector and computer for Library $5,000
(computer $1,000 + electronic board/projector unit $4,000)

Professional Library for teachers/administrators 50 books x $50 per book = $2,500; Professional books for PLC book study sessions 25 books X $50 = $1,250
Year 1 Total = $3,750
Year 2 -3 Book study selections $2,200 each year

Periodicals for library $1,000 Yearly

Encyclopedia Britannica online   Yearly $425

Summer Faculty Retreat

Year 2 - 45 staff members lodging, meals and supplies $500 per person= $22,500

Mileage for participants to attend summer retreat . 42 per mile x 124 miles x 13 cars participants = $677

Materials and Supplies for Core Content   area Teacher (year 1- 496 students x $30.00 x 4 core areas =$59,520); Year 2 and year 3   496 students x $25 per student x 4 core areas $49,600

Intervention Coach -Reading Teacher
Year 1 $ 46,942 salary + $11,266 benefits = $58,208;
Year 2 $48,136 salary + $11,552 benefits = $59,688;
Year 3 $48,730 salary + $11,695 benefits = $60,425

Project Manager – (certified, half time person proposed in both FCSD SIG grants)
Year 1 $23,471 salary x $5,633 benefits = $29,104
Year 2 $24,068 salary x $5,776 benefits = $29,844
Year 3 $24,365 salary x $5,847 benefits = $30,212

Parent Coordinator   (certified, half time person proposed in both FCSD SIG grants)
Year 1 $23,471 salary x $5,633 benefits = $29,104
Year 2 $24,068 salary x $5,776 benefits = $29,844
Year 3 $24,365 salary x $5,847 benefits = $30,212

Technology Integration and Support (certified, half time person proposed in both FCSD SIG grants)
Year 1 $23,471 salary x $5,633 benefits = $29,104
Year 2 $24,068 salary x $5,776 benefits = $29,844
Year 3 $24,365 salary x $5,847 benefits = $30,212

Two Security Guards
Year 1 $17,980 salary + $4,315 benefits = $22,295 x 2 =$44,590
Year 2 $18,120 salary + $4,348 benefits = $22,468 x 2 =$44,936
Year 2 $18,260 salary + $4,382 benefits = $22,642 x 2 =$45,284

Note: All increments are based on the Forrest City School District salary schedule

D. ASSURANCES

STATEMENT OF ASSURANCES
SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)

By the signature of the Superintendent of Forrest City School District
the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention
   Tier I and Tier II school that the LEA commits to serve consistent with the final requ
2. Establish annual goals for student achievement on the State's assessments in both
   reading/language arts and mathematics and measure progress on the leading indica
   section III of the final requirements in order to monitor each Tier I and Tier II school
   serves with school improvement funds, and establish goals (approved by the SEA) t
   accountable its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or a
   terms and provisions to hold the charter operator, charter management organization
   education management organization accountable for complying with the final require
   and
4. Report to the SEA the school-level data required under section III of the final require

Applicants receiving funding under the School Improvement Grant program must report to the A
following school-level data:

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts an
   mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g.,
   early-college high schools, or dual enrollment classes;
6. Discipline incidents,
7. Truants,
8. Distribution of teachers by performance level on an LEA's teacher evaluation
   and
9. Teacher attendance rate.

This data must be collected and reported at least annually. Data in items 2 through 7 must be
disaggregated to the student subgroup level for each school within an LEA, with results for sch
receiving School Improvement Funds reported in contrast to results for each other school within
Data for item 1 must be disaggregated to the grade level for each school within the LEA and re
contrast to results for each other school within the LEA. Data for items 8 and 9 must be disaggr
the individual teacher level for all teachers in schools receiving School Improvement Grant fund
reported in contrast to results for each other school within the LEA.

Joye Hughes   May 17, 2012
Superintendent's Signature   Date

ORIGINAL MAILED TO ADE
Superintendent's Printed Name

SECTION E:

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

Applicants must indicate which, if any, of the waivers below it intends to implement.

☐   To allow the State to extend the period of availability of FY 2010 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2015.

☐   The State is requesting to permit LEA's to allow their Tier I and Tier II, Title I participating schools, that will fully implement a turnaround or restart model beginning in the 2012-2013 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

LEA Application Checklist
(Copy and complete a separate checklist for each school applying.)

School Name: Forrest City Jr. High

LEA #: 6201-010

SECTION A, Part 1   General Information
        x   LEA Contact Information and Certification

SECTION A, Part 2   Schools to be Served
        x   Selection of Identified Schools

        x   Identification of Intervention Models

SECTION B, PART 1   Needs Assessment
        x   Develop a Profile of the School's Context

        _____   Develop a Profile of the School's Performance

SECTION B, PART 2   LEA Capacities
        x   Selecting the Intervention Model and Partners for a Low-Achieving
                        School

        x   Develop Profiles of Available Partners

        x   Determine Best-Fit Model and Partners

        x   Define Roles and Develop Contracts

        x   Forge Working Relationships

        x   Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
        x   Annual Goals

SECTION B, PART 4
        x   Proposed Activities

SECTION B, PART 5
        x   Timeline

SECTION B, PART 6
    x   LEA Consultation

SECTION C
    x   Budget

SECTION D
    x   Assurances

SECTION E
    x   Waivers

ATTACHMENTS (scanned or mailed):

    x   Signature Page (page 2 in the application is to be mailed)

    x   School Board Minutes Showing Approval of SIG 1003(g) Application

    x   Principal's Professional Growth Plan

Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

http://www2.ed.gov/programs/sif/faq.html

<http://www.centerii.org>.

http://www.centeroninstruction.org

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

Reading Research Links

National Reading Panel
    Publications
    http://www.nationalreadingpanel.org/Publications/publications.htm

Center on Instruction
    http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end

Learning Point Associates
    Focus on Adolescent Literacy instruction
    http://www.learningpt.org/literacy/adolescent/instruction.php

International Reading Association
    Adolescent Literacy focus
    http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English
    A Research Brief on Adolescent Literacy available at
    http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf

The Leader in Me by Stephen R. Covey
> How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time
> www.TheLeaderinMeBook.com

Council of Chief State School Officers
> Adolescent Literacy toolkit available at
> http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

> Content Area Literacy Guide available at
> http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)
> Adolescent Literacy toolkit available at
> http://www.arcc.edvantia.org/resources.php?toolkit=63

The National Center for Education Evaluation and Regional Assistance
> Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at
> http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

> Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at
> http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html